JKM LIBRARY
LD4048.W257
Ward, Estelle Frances,
The story of Northwestern university
3 9968 02659 6455

THE STORY OF NORTHWESTERN UNIVERSITY

BY ESTELLE FRANCES WARD

VIRGINIA LIBRARY

PRESBYTERIAN
THEOLOGICAL SEMINARY
CHICAGO

826 Belden Avenue

Gift
MR. W. A. PETERSON

THE STORY OF NORTHWESTERN UNIVERSITY

THE OLD OAK

THE STORY OF NORTHWESTERN UNIVERSITY

BY

ESTELLE FRANCES WARD

Author of "CHRISTOPHER MONCK, DUKE OF ALBEMARLE."

DECORATIONS BY PARK PHIPPS

"Despite the imperfections of your betters, we leave you a great inheritance, for which others will one day call you to account."

J. M. BARRIE

NEW YORK

DODD, MEAD AND COMPANY

1924

McCORMICK THEOLOGICAL SEMINARY LIBRARY, CHICAGO

COPYRIGHT, 1924,
BY NORTHWESTERN UNIVERSITY GENERAL
ALUMNI ASSOCIATION

PRINTED IN U. S. A.

VAIL-BALLOU PRESS, INC.
BINGHAMTON AND NEW YORK

LD
4048
W257

FOREWORD

Nathan William MacChesney, president of the general alumni association of Northwestern, emphasizes as part of the alumni program for the year, the publication of a readable history, including the traditions of the university.

The alumni association directors, believing that there exists a great need for this kind of enlightenment among the alumni as well as by the undergraduate students, feel confident that they are rendering a distinct service in presenting this volume. In selecting Estelle Frances Ward to accomplish this task, the committee feels that it has made no mistake. John C. Burg has well said, "Miss Ward seems to have the deft touch which can color without changing a chronological bit of fact until it becomes before your eyes a veritable picture of the past, so real and so gripping that it holds one without even seeming to do so."

This fascinating story of faith, courage and achievement on the part of the university founders is replete with romance and interest. Because of the brevity of the work the author has necessarily had to make some selection of material and in so doing she has shown remarkable skill and judgment. Nothing of great importance from the inspiration of the founders to the use of President Scott's "million dollar pen" has been omitted.

The description of the part taken by the university in the upbuilding of the Middle West as a center of culture and education will prove most interesting to the general public.

86543

For every Northwestern man and woman the story will be a great inspiration.

General Alumni Committee on History and Traditions

Arthur Guy Terry
W. F. Bryan
Ida F. Wright
Charles W. Ward
William R. Parkes, Chairman

CONTENTS

BOOK I

PAGE

THE AGE OF HEROES 1

BOOK II

THE CIVIL WAR AND AFTER 71

BOOK III

THE VOICE OF THE STUDENTS 133

BOOK IV

MAKING A MODERN UNIVERSITY 157

BOOK V

THE AGE OF THE GREAT DEANS 230

BOOK VI

THE WORLD WAR 257

BOOK VII

THE GREATER NORTHWESTERN 293

The School
The Teacher
The Faculty
The Board of Teachers
The Alumni

BOOK VIII

THE CHANGING WORLD 353

BOOK I

THE AGE OF HEROES

". . . glancing at the past and looking out upon the future, I cannot refrain from indulging the thought that those who conceived the founding and endowment of this institution in this great Northwest, were not only prompted by the laudable desire to serve their day and generation, but were guided by that spirit of wisdom which has ever rendered successful the labors of those who have toiled to elevate and enlighten our race. . . ."

PHILO JUDSON
1857.

THE STORY OF NORTHWESTERN UNIVERSITY

CHAPTER I

THE midyear of the nineteenth century was one of ferment. The revolutions of 1848 were barely suppressed. War threatened in the Mediterranean and the British fleet blocked the port of Athens. Lord John Russell was prime minister, Lord Palmerston annoyed Queen Victoria with his methods in the Foreign Office, while Thomas Babington Macaulay was Postmaster-General.

Denmark waged war on Holstein, while the rising tide of the Prussian League was marked by the march of an army into Hesse-Cassel. Francis Joseph had just inherited the Austrian throne.

In France the liberty of the press was under restriction although triumphant democracy was advertised by the recent death in exile of Louis Philippe.

Young Isabella sat insecurely if romantically on the throne of Spain and the fleet of the United States Navy rode in the mouth of the Tagus bent on the collection of claims against Portugal.

Filibustering expeditions tried spasmodically to help Cuba throw off the power of Spain while Commodore Perry had not yet started on his voyage to Japan. In an ob-

scure weekly, "Uncle Tom's Cabin" was running serially.

The California gold fever was at its height, while the North and the South were torn with the problem of slavery. Calhoun, Clay and Webster led the United States Senate into the mazes of compromise, and the Fugitive Slave Law was all but on the statute books.

All these stormy influences were deeply felt in the far-away frontier city of Chicago. The town still found itself very young in the spring days of 1850, for all it could boast of a population of twenty-eight thousand souls. It was a charming spot in those days, in spite of its muddy streets and sluggish river. Comfortable homes built of wood stood close to the shops and offices. Spacious gardens bright with spring flowers and sweet with fruit blossoms surrounded every house.

Beyond the sandy shore, Lake Michigan was alive with side-wheel steamers and sailing ships. It was the high moment of Lake travel, for as yet no railroad entered Chicago from the East. To the West a single track line extended twenty-two miles to Elgin. In February its completion had been celebrated with some ceremony.

Children swinging on the garden gates, the little girls in full-skirted dresses and pantalets, counted the prairie schooners moving westward through the town toward the land of promise.

The new telegraph line brought to the newspaper each evening, compressed into twenty-two lines, the news of the nation and of the world.

The question of the Fugitive Slave Law racked the country. On the one hand, the Senator from Illinois, Stephen A. Douglas, insisted that "all laws of Congress ought to be faithfully executed," and that the Union must be main-

tained; at the same time many of his constituents at the call of conscience stood ready to break the law, if a runaway slave needed aid.

Matter enough was here to occupy the thoughts and plans of the group of young men who were leaders in the town's political and economic life. For in a town of such small size the same group of men stood at the helm in every enterprise. While they carved their own fortunes, at the same time they made Chicago, built the railroads, stimulated commerce and opened the road to the West. With all the busy stir about them these men still took time to dream, to resolve, and to act often in matters far removed from their daily pursuits.

Of this group of active pioneer citizens Grant Goodrich, the young lawyer, stood well in the forefront. He had left his native New York State in 1834, and at twenty-two made his start as a lawyer in the tiny settlement of three hundred inhabitants that then marked Chicago. He believed in the town's future and took active part in public affairs. He was an alderman and a member of the volunteer fire company in the earliest days, and became a member of the group promoting plank roads through the marshy country, which were designed to hold the West together. In 1848 we find him a leader in the group which called together the great River and Harbor meeting which was destined to have such a startling effect upon the Mid-West. Two years later he issued the call for the meeting which protested against the Fugitive Slave Law, and questioned its constitutionality.

But Grant Goodrich had other interests than those connected with either business or politics. He was a sincere Christian and a devoted member of the Methodist Episco-

pal Church, and had inherited from his father a deep interest in education.

So it happened that in these spring days he had a far different project in view than the existence of the country bond or free, the advantage of canal over railroad; nothing less than to found a University.

These were days when religion and learning went hand in hand. Faith was a gift all pioneers carried in their hearts. So, too, they bore a sincere respect for learning. They believed that as the Church from earliest times has always sustained schools, so she ought never to free herself from this obligation.

"The State alone," said one of them, "cannot and ought not to meet the demand for education."

However remote the demand for a university seemed from the everyday life of the struggling frontier town, the need was plain enough for those who chose to think. The state university was not yet planned. Galesburg offered the nearest chance of a college education to the youth of Chicago.

For the most part Chicago was settled by young men from New England. They were but following the light of their forbears. Harvard was founded when Boston was a struggling frontier village. Yale grew out of a sparsely settled farming community.

The Methodist Church always has taken a deep interest in education, so it is not strange that this first decisive move toward a university was taken by a group of men who were enthusiastic members of the Methodist Church. For Grant Goodrich called into his councils a group of nine friends who already were associated with him in the making of Chicago.

In the early history of the city, every enterprise either for civic development or for charitable enterprise contains the names of Dr. John Evans, Grant Goodrich, Orrington Lunt or Jabez Botsford, as well as other members of the group. The first meeting took place in Grant Goodrich's office, over Jabez Botsford's hardware store and opposite the courthouse on the town square. Its members consisted of three lawyers, Grant Goodrich, Henry W. Clarke and Andrew J. Brown; one physician, Dr. John Evans; and two prominent business men, Orrington Lunt and Jabez Botsford. The ministers of the three Methodist Episcopal Churches of Chicago, Richard Haney, R. H. Blanchard and Zadoc Hall, naturally were called with the others into this meeting which was to be of such vital importance to the future of the Methodist Church.

None of them were college graduates although Doctor Evans had been graduated from the medical department of Cincinnati College. Several, however, had attended the Methodist Conference seminaries and were well grounded in the belief that the strength of the Republic lay in a more general and higher form of education. They were determined that the young men of the Northwest should have easier access to college education than had come to them.

The meeting was called to order by Orrington Lunt. They first knelt in prayer to ask for guidance and blessing, for they were men of a deep and simple piety. Then they passed a single resolution. It stands to-day in faded ink in an old record book:

"Whereas, The interests of sanctified learning require the immediate establishment of a university in the Northwest under the patronage of the Methodist Episcopal Church,

"Therefore Resolved, That a committee of five be appointed to prepare a draft of a charter to incorporate a Literary University to be located at Chicago, to be under the control and patronage of the Methodist Episcopal Church, to be submitted to the next General Assembly of the State of Illinois.

"Resolved, That said Committee memorialize the Rock River, Wisconsin, Michigan and Northern Indiana Conferences of the Methodist Episcopal Church, to mutually take part in the government and patronage of said University.

"Resolved, That a Committee of three be appointed to ascertain what amount can be obtained for the erection and endowment of said institution."

So on the thirty-first of May, 1850, Northwestern University was born.

Three motives underlay the foundation plans. The first was to make provision for the educational needs of the Northwest; for our group did not think in terms of city or state, but of the great Northwest Territory stretching from the Alleghenies to the lands beyond the Mississippi, of which Illinois had so recently been a part that it still was conscious of the whole. Denominational loyalty also stood as a determining factor, for church lines were strongly marked in those days and one stood by one's church as one stood by one's flag. Expense, too, was a vital consideration. Our group estimated that $1000 would be saved in the expenses of each son sent to Northwestern rather than to an Eastern school; and $1000 in 1850, when even the richest man in Chicago had but a small income, was a heavy item.

The Methodists, however, were not alone in their desires. The Presbyterians, Baptists and Congregationalists each followed during the succeeding years the same trend of

thought. Lake Forest and the original University of Chicago were the result of the same impulse.

Two weeks later, June fourteenth, the committee of which Grant Goodrich was chairman presented a draft of the proposed charter to a somewhat larger group of men. The report was unanimously adopted. The Illinois Assembly, not without some urging from Grant Goodrich, passed the Act to incorporate Northwestern University January 28, 1851. In consequence a meeting was held in Clark Street Methodist Church June 14, 1851, for organization. The trustees named in the charter are A. S. Sherman, Grant Goodrich, Andrew J. Brown, John Evans, Orrington Lunt, Jabez K. Botsford, Joseph Kettlestring, George F. Foster, Eri Reynolds, John M. Arnold, Absalom Funk and E. B. Kingsley. A year later, Dr. Nathan S. Davis, destined to be the great physician of the Middle West, was elected a trustee to take the place of Eri Reynolds who had died.

Representatives from the various Methodist Episcopal Conferences of the Northwest were also named in the charter: Rock River Conference, Richard Haney, Philo Judson, S. P. Keyes and A. S. Phelps; Wisconsin Conference, Henry Summers, Elihu Springer, David Brooks and Elmore Yocum; Iowa Conference, H. W. Reed, I. I. Stewart, D. N. Smith and George M. Teas. Michigan, Northern Indiana and Illinois Conferences were named, but no list of representatives is given.

The Conference representatives had no vote, but they had the right to appoint two of their number as visitors who might attend the examination of the students. They were entitled also to participate in the deliberations of the Board of Trustees.

Not one of the original trustees of Northwestern University was over forty when the plan was first broached. So it came about that the university was the work of young men and not a darling project of the old. The story of its founding is vibrant with their youth and energy.

CHAPTER II

THREE great spirits, Grant Goodrich, Orrington Lunt and John Evans, led in every step of the university plan.

The story of Grant Goodrich's early life has been told. In time he became one of the great lawyers of the West and used his talents in promoting many an enterprise to further religion and education. It is due to his foresight and sagacity that the university and Garrett Biblical Institute, as well as Clark Street Methodist Church, retained their land, and this in the face of much opposition in times of financial stress. He had a predisposition to promote education, for his father had worked valiantly to open schools in the little New York towns where the family had lived. Goodrich mapped out the university charter and secured its passage through the legislature. He remained on the Board of Trustees and retained an active interest in university affairs until his death in 1889. The initial idea of the university seems most certainly to have been his.

Orrington Lunt was a real "down-easter." He was born in Bowdoinham, Maine, and had begun to do a man's work at fourteen years of age. On reaching Chicago, in 1842, he began his business career with many discouragements and setbacks. However, by 1844 he began to buy wheat, thereby becoming one with the spirit of the Northwest. He saw shrewdly where her wealth lay. His first great warehouse held 100,000 bushels and was the boast of the little town bordering on the sluggish stream.

Mr. Lunt was only thirty-six years old when the uni-

versity plan came into being. He entered into the project heart and soul and by 1853 he had sold out his business. From thenceforth until his death at eighty-two he gave almost his entire attention and much of his income to the educational establishments, Northwestern University, and the Methodist theological school, Garrett Biblical Institute.

Mr. Lunt made the first gift of money to the Northwestern University, $5000. It was but one of many gifts of money and land which through the following forty years he continued to give to this object of his heart. The present library building is the culmination of a lifetime's devotion. A man of beautiful aspect and beautiful spirit, he was the friend of old and young, the life of every group with which he was associated. His singing voice in his young manhood was extraordinarily beautiful. In his old age its sweetness did not fade. Throughout his long and useful life he continued to be a joyous Christian walking close to his God.

John Evans, perhaps because the university town became his namesake, has been more in the public eye than any other man in the group of founders. He was always a man of dominant personality and ever in the forefront of the enterprises of his time. He was born in Ohio and secured a good medical education for the day. His attention was early called to those afflicted with mental and nervous diseases. Insanity was still generally held to be caused by satanic possession. Doctor Evans espoused the cause of these afflicted people. He established the first hospital for the insane in Indiana and inaugurated a humane and enlightened treatment very different from that in general use. In this line of work, as in so many others, he became a pioneer.

Before he was thirty he had earned a reputation as a great physician in both Ohio and Indiana. It was during this time that he met Matthew Simpson, then a prominent clergyman, who brought him into the Methodist Church. Simpson also convinced him that Chicago was destined to a great future and would therefore be a fit place of opportunity for Evans' driving energy. Here he joined forces with the struggling Rush Medical College. At the same time he edited certain medical journals. In the cholera years he fought the scourge with new ideas of sanitation and quarantine. Not content with his professional duties, he served on the Board of Education. Fortunate investments in land made him a man of wealth. As a result of his own experience he believed in the need of scientific training and he early foresaw the possibilities of electricity.

With this background of professional and public service, he naturally took a leading part in the founding of Northwestern University, from the first informal meetings through the writing of the charter. At the first official meeting of the trustees he was elected president of the board, a position he retained even when he was called by Lincoln to act as Territorial governor of Colorado. During the succeeding thirty years his interest was somewhat diverted by the great work of development which he carried on in the West. But he remained a constant contributor to the needs of the university, both in land and in money. He retained the presidency of the Board of Trustees until 1894, only three years before his death.

The university has been fortunate in the tenacity of purpose which was a marked characteristic of the entire group of early trustees. With the majority its interests became a life work to be relinquished only at death.

The original plan called for the immediate establishment of a preparatory school. Aside from a private school there was nothing in Chicago for the boy who asked for something more than a common-school education; for at this date, 1851, there was no high school. To this end a lot two hundred feet square was purchased on what is now the corner of LaSalle and Jackson streets. Doctor Evans and Orrington Lunt supplied the greater part of the purchase price, $8000. The land has never been used for educational purposes; more ambitious counsels prevailed. But had it not been for the generosity of these two friends of the university this lucrative source of endowment could not have been secured. In later years (1888) Orrington Lunt was used to say: "This was the smartest thing we ever did. There was nothing particularly smart in purchasing, but the smart thing was in keeping it."

The original charter granted by the state of Illinois, January 28, 1851, was simple and did not contain any special or arresting conditions. It provided that the new university should be located in or near Chicago, within Cook County, and limited the holdings of the university to two thousand acres of land. Any gifts they might receive in land above this amount, the trustees were required to sell within ten years after acquiring title.

It was not until four years later, February 14, 1855, that the charter was amended by the legislature. At this time two additions were made. The first provided against the sale of intoxicating liquor within four miles of the university. This established the famous "four-mile limit," a restriction which did much to make Evanston one of the most desirable places of residence in the country.

The second amendment declared that "all property of

whatever kind and description belonging to or owned by said corporation shall be forever free from taxation for any or all purposes." Tax exemption has been of great material value to the university, but it has in some measure aroused an unfriendly feeling among Evanston taxpayers chiefly through lack of understanding of what the exemption has meant.

The greater part of the university endowment has been Evanston real estate. Much of this, through the first twenty-five years of the university's existence, was unproductive. If it had paid taxes Northwestern University must have long ago suffered the same fate as the original University of Chicago and gone into bankruptcy.

This tax exemption was in reality a social investment in education by the whole state of Illinois. No college in the country is ever supported by the tuition paid by the students. That is, the price of tuition does not in any case cover the expense incurred by the university in giving the college course to the individual. This was true in 1855, when the university opened, and it is true to-day. The taxpayers of the entire state pay directly for the education of students at the state university. In the case of Northwestern University the contribution is indirect, but is nevertheless a reality. Although the subject has been a matter of controversy, its legality has been settled by decision of the Supreme Court of the United States. It now figures only occasionally as a political war cry in certain local elections.

The university pays all special assessments on its property and in late years has led in the initiation of public improvements in which it has shared with other landholders in reaping the benefits. The university made Evanston

in the first place. It long held the highest social place in the community, and in the present day, when perhaps material return is more valued than cultural influence, it is estimated that the faculty and students and university spend annually in the city shops some $5,000,000.

CHAPTER III

Orrington Lunt has always been known as the "father of Evanston" and he well deserves the title. For it is to his sense of the beautiful that Northwestern owes the unique site of its campus. Where the university should be built was the first great question to be decided; even before the charter had come from Springfield the subject was under active discussion. Orrington Lunt loved Lake Michigan with a consuming passion; his home on Michigan Avenue, at Randolph Street, had its waters all but at his door, for in those days the waves encroached on Michigan Avenue whenever there was a northeast wind and the sandy beach lay just across the roadway. He felt that to be a real university it must have natural beauty in its surroundings. With others of the group he drove north over the plank road leading to Milwaukee, the Ridge Avenue of to-day, looking in vain for a site. On the right rose a thick mass of wood and a great swamp over which there was no way of passing. The tangled mass of underbrush looked limitless. No one could guess how far off Lake Michigan lay. They believed it was a great distance. Driving to the present site of Winnetka, they turned back discouraged. Then they looked westward and all but decided upon Jefferson, near Oak Park, when Mr. Lunt begged them to give him further time.

Mr. Lunt, full of his idea, probably made several trips to the North Shore before he found his clew. After the meeting of the trustees, at which he had begged them to defer their choice, he drove again over the plank road, and when

he came on the Ridge Road, opposite the present site, he got down from the carriage and paced to and fro, musing, he said; but those who remember him best believe that he prayed for guidance in his quest. As he looked his eye suddenly caught a sparkle of sunlight on water—just a flash through the tangle, but it was enough. He knew in an instant that the lake lay close at hand. He crossed on what is now Church Street over the bogs and sloughs to the abandoned East Road, now Chicago Avenue, and, turning toward the north, followed perhaps the old Indian trail which led along the west side of the present University Hall. There he found a beautiful piece of oak forest with ground dry and sandy. He had a glimpse of the site.

He returned to Chicago light of heart. Soon he brought Dr. John Evans and other friends of the project by way of the shore road to the beautiful oak grove he had discovered.

"It was a pleasant, sunny August day," Orrington Lunt remembered. "We drove to what is the present campus, and it was just as beautiful as it is now, in its natural condition. We were delighted, some of them threw up their hats." (How young they were!) "We had found the place."

Doctor Foster, who owned the farm of which the oak grove was a part, did not wish to sell. When he knew of the plan for a university he reluctantly named a price, $25,000, for the three hundred and seventy-nine acres. Even this amount of money the group did not have in hand. Doctor Evans closed the deal and took the property in his own name and gave back a mortgage and $1000. This was all the money that was paid down, but Doctor Evans and Orrington Lunt stood behind the integrity of the scheme.

They had now a site indeed, beautiful, irresistible to

Orrington Lunt, but all but impossible to reach, cut off as it was from even the plank road by deep swamp and boggy ground. At least they had a free hand. The place did not even have a name; the nearest post office was Ridgeville.

The board at first wished to call their town "Luntville," or "Orrington," after its discoverer. But Mr. Lunt, although he had been the first contributor, although he had persisted until he found the real site, although he was to devote the rest of his life to the cause, with characteristic modesty held back and denied his name which would have been one of great distinction. Then Doctor Evans came forward, offered further donations, announced his intention of building a house and living in the new settlement, and the town was named for him—Evanston.

Meantime, without town or buildings, the trustees went about securing a president and faculty for their university. Their choice fell on Clarke Titus Hinman, a man possessed of the finest type of the pioneer spirit. He was born in the state of New York of a family known for generations for their intellectual gifts and vigor of intent. Through his mother he could claim kinship with Ezra Stiles, seventh president of Yale. Hinman prepared for college at Cazenovia, New York, where he had as classmates the future Methodist bishops, Andrews and John Newman, and Leland Stanford, who was destined not only to be a United States Senator, but the founder of the great university which bears the name of his son.

Later Hinman attended Wesleyan College, Middletown, Connecticut. There he ranked high as a scholar and speedily developed his great gift as an orator. He then taught at the Methodist Conference Seminary in Newbury, Ver-

mont, and came to be its principal. His superabundant energy led him at the same time to raise funds for the divinity school and to edit a religious magazine.

In 1846 he came to Albion, Michigan, as the principal of Wesleyan Seminary. Having come into the West, Hinman was soon in close touch with the Methodist Conferences of the region as well as with the educational forces of the church. As early as 1852, he had an interview with Dr. Daniel P. Kidder, one of the foremost figures of Methodism, to discuss the plan of a university at Chicago. Hinman saw at once that the project had greater possibilities for him than had Albion.

With his fine record as an administrator and the knowledge of his compelling personality, it is not to be wondered that we find that the trustees of Northwestern University, on June 23, 1853, elected him the university's first president. To him has been ascribed the plan to establish the institution in the country rather than in Chicago, and to finance the project by selling building lots and scholarships. He certainly had some voice in this discussion as the Foster farm was not purchased until the October after his election.

Hinman was of the prophet school, a burning flame, a compelling presence. He convinced the trustees that they desired a real university, and they abandoned their plans for a preparatory school. He visioned a great central Methodist university in the Northwest to which other institutions of the territory would serve as feeders, a vast plan which nothing in the United States, even to-day, approaches in fulfillment.

Hinman's plan, as it still stands in fading ink on the minute book of the trustees, embraced the possibility of all that the modern university offers. It provided for four-

teen professors, each with a full department under him, as follows:

1. Moral Philosophy and Logic.
2. Intellectual Philosophy, Political Economy, Philosophy of History.
3. Rhetoric and English Literature.
4. Mathematics.
5. Natural Philosophy, Astronomy, Civil Engineering and Kindred Studies.
6. Greek Language and Literature.
7. Latin Language and Literature.
8. Chemistry and its Application to Agriculture and the Arts.
9. Geology, Mineralogy, Botany, Zoölogy and Kindred Studies.
10. German, French and other modern languages and literature.
11. Hebrew and other Oriental languages and literature.
12. Fine Arts and Arts of Design.
13. Didactics, Physical Education and Hygiene.
14. Natural History, Comparative Anatomy and Physiology.

The trustees had asked for $200,000. Hinman set his goal at $500,000, and he worked with such vigor that he averaged $1000 a day for the time he devoted to canvassing, securing $64,000 the first year. Part of this sum came from the sale of those picturesque perpetual scholarships, sold at $100 apiece, which entitled the purchaser to educate his descendants for ever at the expense of the university.

The president was young and ardent—but thirty-four years old. He was a small man, of somewhat less than medium stature, with keen, alert eyes, but as he spoke his body seemed to dilate and dominate. He would start with

notes, but before many moments he would throw them backward over his shoulder and carry his audience along in the whirlwind of his eloquence. He never lived in Evanston, although he owned the lot at the west corner of Hinman Avenue and Sheridan Road. Ardent, young, consumed with the creative spirit, he burned himself out and died of overwork in the cause at thirty-five. Here was the first bright soul sacrificed to the university ideal.

Hinman, in spite of his early death, left his stamp on the university plan, for the trustees have never quite lost the light of his inspiration. He even influenced, in some measure, the quality of the citizens of the university town that was yet to be built.

A curious line of consanguinity existed between the new town in the forest on Lake Michigan and other communities farther east. Especially was this true of a tiny village on the upper reaches of the Connecticut River—Newbury, Vermont. Here was a seat of learning, one of those seminaries organized by the Methodist Conference of the district. It had opened in 1833; poor in pocket, but rich in educational spirit, it stood out from other Conference seminaries in a peculiar way.

Its faculty was youthful and enthusiastic, forward looking in the best sense. Its curriculum was strong in the natural sciences. Pitifully groping as they seem in the light of modern scientific knowledge, they led in the forefront of their contemporaries.

In 1833 Darwin had not yet written his world-rocking "Origin of Species." But in this little seminary among the hills of New England, Professor Baker taught geology with pre-Adamic revelation—something not even all the full-fledged colleges of the day were doing.

It is not surprising to find that these enthusiastic young teachers did not remain long at Newbury. Of the twelve first preceptors and teachers four became college presidents and all but three were at the head of institutions of learning. When Northwestern University called as its first president the former preceptor of Newbury Seminary, Clarke T. Hinman, the inspiration of the promised land of the West awoke in other Newbury families, who moved to the new university town on Lake Michigan. The Pearsons, Websters, Hemenways, Dempsters, all came by way of Newbury. Of the first faculty, Noyes had both studied and taught in the seminary.

The death of President Hinman, though a very distinct blow, did not interrupt the progress of the plan. The trustees, meager as were their resources, had built their university on a broad foundation and through the slow course of five years of preparation went steadily on.

CHAPTER IV

MEANWHILE the development of their farm was the task which faced the trustees. The influence of the Transcendentalists and the echoes of the Brook Farm were still in the air, and their town was planned to be such a place as never was on land or sea. Idealists, who longed to live themselves and bring up their children in surroundings such as Evanston promised, began to make their plans to move to the university town. For the university was the town and the trustees could develop it as they pleased. Evanston was built as were Petrograd, Washington, Gary and Pullman, to fit an arbitrary plan.

The trustees had a free hand. The land was practically virgin soil, for only a few farmers occupied scattered sites. Along the Ridge Road and even on the abandoned lake road were road houses of questionable reputation. One of them even had a tradition of murder attached to it. These places disappeared as if by magic when the liquor amendment to the charter was granted. The four-mile limit sheared them of their most profit-making ware. This one provision drove at once from the community the element such as settled in Gross Point Village and other stray settlements along the main highway, whose road houses served the drivers and wood carters passing along the plank road. Only a farmer or two was left, together with the tavern keeper and a few landowners who had bought large tracts of land to the south near the northern limits of Calvary Cemetery.

In 1855 Dempster Hall, the new and only building of

Garrett Biblical Institute, marked the north limit of civilization. It was built beside a sluggish rill known as the Rubicon, which now shows only a slight depression just north of the new Garrett buildings. It was then a cut carrying off very ineffectually the waters from the marshy lands between Hinman Avenue and the west ridge.

An old cabin, a relic of Indian days, stood near the site of the present Presbyterian Church. A counterfeiters' cache was found in its cellar in later years, while digging for foundations of new buildings. Sand drifts came up to Hinman Avenue, near the site of the Congregational Church, and an old tumbledown farmhouse stood in the midst of them. A few farmhouses lined the abandoned country road. All along the shore the beautiful oak grove covered everything with leafy beauty to which even so early the new settlers attached the name of "classic shades."

The Indians had gone, herded by the United States Government to reservations beyond the Mississippi. Now and then a brave walked the intervening five hundred miles to visit the site of his former home. The deer, however, were still plentiful and inhabited the woods on the neighboring north branch of the Chicago River and were seen bounding over the foundations of the new college buildings.

The effect of a charming woodland was long preserved, for the professors and the other university people so built their homes that scarcely a limb of the fine old forest trees was marred. Following the New England tradition, they lined the streets as they slowly emerged from woodland and marsh with the elms which now make the modern avenues so beautiful. Thick evergreen hedges were planted about the large gardens, a very few of which still survive.

By 1852 the Milwaukee and St. Paul railroad already was making a survey to the north of Chicago and the trustees made an offer of land and accommodation to bring a station to their new town site, for as yet that was all that they had. In the end, because of the route chosen, Andrew J. Brown, who with Harvey B. Hurd had bought large tracts of land to the west of the university holdings, gave land for the station and for part of the right of way.

In 1852 Philo Judson had been appointed agent for the university, primarily to solicit funds. However, his great work lay in plotting the town and selling the lots, for one-fifth down and the balance in five annual payments. Judson was a circuit rider, another joyous Christian full of enthusiasm for the plan—"making hard work perpetual holiday." He was one of the first settlers to move to the town, still without a name, where he lived in a little house on the corner of Church Street and Ridge Avenue.

The pioneer habit still obtained, for the early settlers dwelt far apart. The Pearsons lived in the log house opposite the present Congregational Church. All the children of the settlers went to school in another log cabin more than a mile away, to which they rode on horseback, the only way to pass the swamps.

The schoolhouse was the only public building and had to be used for all purposes. The Judson family first went to church in this building in 1854. "Mrs. Judson," reports her daughter, "and Mrs. John Pearsons were the only women that had on bonnets such as ladies wear now; the rest had on large sunbonnets and were dressed in primitive style."

This state of affairs changed rapidly, for the trustees and their families and the professors of the faculty moved to

the town to be ready for the opening of college in the fall of 1855. The simple natives, Jacksonian Democrats to a man, resented the pretty cottages built by the faculty and accused them of "aristocratical tendencies."

The university itself had set out to erect one building, the present Old College, on the corner of Hinman Avenue and Davis Street, but it was still unfinished when Professor Noyes, the first of the faculty, arrived. As classes could not assemble he started out on horseback to collect promised funds and solicit new subscriptions. So far neither the sale of village lots nor perpetual scholarships had brought in sufficient funds to meet the salary list.

After some time Professor Noyes purchased a lot at the corner opposite the entrance to the campus and built a home. "Housekeeping was difficult as there were no conveniences," Mrs. Noyes records. "Even the mail came only twice a week at first, brought by a man on horseback from Chicago. We landed in Evanston, Mr. and Mrs. Noyes, child and nurse, near a small engine tank in a field and went a mile up on 'the other ridge,' as it was then called, for shelter. A month later we took a slightly built summer cottage for winter. There was no market, but a butcher came twice a week from Chicago. There were no paths, and in places where streets were laid out the deep mud bore the placard: 'No bottom.' There was a deep ditch through wet land between the east and west ridges, with one crossing.

"For two years I went up and down 'the other ridge' for supplies, eggs, butter, milk, etc. We took in Doctor Kidder's family because they otherwise must have stayed in Chicago until they could build, also other members of the faculty until they could find a place. We built in the first

year—expecting a college building soon in University Row. We had no streets or paths and Mr. Noyes walked downtown to his work all his working life there. The cheap wooden building (Old College) was school and chapel for all denominations until they settled."

Despite all this privation Mrs. Noyes managed to make her home a center for the students. She invited them to Thanksgiving dinners, cared for them when they were sick, gave them good advice and, more than all, showed them what a gentlewoman's home could be even though placed in a wilderness. She stood ready to lend new books by Emerson, Carlyle, John Stuart Mill, Niebuhr, to interested young people such as red-headed little Frances Willard proved to be.

CHAPTER V

In Colonial days the clergyman held a social position second to none. In the new England theocracy he led the thought and action of both church and state. The settlers of Chicago and its vicinity were largely of New England origin, many coming by way of New York State. They held the tradition of clerical supremacy together with a respect for learning which included on the pedestal the professor with the preacher.

Although the charter and the management of the university were outspokenly Methodist, the whole influence of the institution was Christian rather than sectarian. While the majority of the trustees must be members of the Methodist Church, the minutes record at an early meeting, "that the character and policy of the Northwestern University leave the Trustees free to elect professors without reference to church connection." The catalogue of 1856 makes the statement that "It is not the intention of the faculty to be sectarian, but no pains will be spared to induce the minds committed to their care to the practice of virtue and religion."

This was not an idle agreement. One church service embracing all denominations cared for the souls of the new village. This was the more remarkable in view of the fact that great emphasis on creed was a feature of the religious life of the day. In fact, the pulpits rang with polemics launched against the errors of belief of sister churches, extolling the infallibility of the Calvinistic or Arminian doctrine of salvation. The first service was held in the log

schoolhouse where eighty-four children managed to gather for Sunday school. By 1855 Philo Judson had built a general store known as Colvin's, where the State Bank now stands. Over it, and reached by an outside staircase, was a large room with a peaked roof. This was given rent free for the use of the church. Here the Methodists, Congregationalists, Presbyterians, Baptists and Episcopalians worshipped together. The next year a pretty white church with green blinds, capable of seating the whole population of the town, was ready for service. It was bare and plain enough to gratify the most exacting New England conscience. John A. Pearsons "raised the hymn with a tuning fork," the choir sat in the "amen corner," and Frances Willard sang alto.

It was not until 1862 that flowers from the village gardens were allowed to decorate the pulpit.

The different denominations formed their own societies as the years went by, and had their own services intermittently, using either the college chapel or the Methodist Church. As they grew stronger the university gave to each, as they needed it, land for their churches, helped them raise the money for their buildings and the faculty of the university and Garrett supplied preachers for the pulpits until regular pastors were installed.

As a consequence there has always been great fellowship among the denominations in Evanston. The five first churches are distinctly the children of the university.

CHAPTER VI

November 5, 1855, the plan at last went into operation. It was a small, unmarked effort. There was no president, and but two professors, Noyes and Godman, of the four appointed, were on the ground. Ten students registered although reminiscences of contemporaries say that there were more men, a floating lot, in the classes.

It was fortunate that the attendance was not larger. For the theories of the founders had been against a dormitory system. The students were to live in the families of the town and so add to the value of college courses the cultural advantages of intercourse in family groups of the really superior people who were to form the town's inhabitants. So far few houses had been built and these of small size. The little tavern was already taxed to the utmost with prospective settlers and those who had built houses were taking in other families because there was actually no other place for them to stay nearer than Chicago.

So it was fortunate that there were but ten young men to find shelter and all but two of them came either from Evanston or the immediate vicinity.

The university itself was housed in a building hardly yet completed located on the lot at the corner of Hinman Avenue and Davis Street. The cornerstone had been laid with some ceremony in June, 1855, before an audience representing "the élite and literary cream of Chicago society, who had come out by train and carriage, making it a gala day," among whom were the editors of all the influential Chicago newspapers.

Although its construction had meant struggle and sacrifice to the donors, still the building was regarded as a temporary makeshift. For their visions were large, though their means were small. Still the wooden three-story building dignified with a cupola seemed to them very fine. It provided six airy recitation rooms, a place for their museum, already a feature and source of pride, a chapel and a place of meeting for the college literary societies. This left two rooms in the attics to house students. That it was built with solid purpose, its present appearance on the campus amply testifies. Old College has a dignity all its own. Although it has passed through the vicissitudes of two movings and has been given over to various uses in the past seventy years, it has shown stamina and atmosphere. When on the completion of Fisk Hall it was proposed to demolish the old building, such an outcry was raised by old grads and the student body that it was given a site and is spending a useful old age close to the lake so beloved by its original builders.

All this is a far cry from the November day, seventy years ago, when the wheels of the university were at last set in motion. Orrington Lunt, Doctor Evans, and perhaps Grant Goodrich came from Chicago to mark the beginning of the great project. Besides the two professors and the students, Philo Judson, the business agent, and one or two of the new townspeople came in. A prayer was offered and that was all of the ceremony. There were no bells to ring, no music with which to celebrate.

They had made a cleavage in the virgin forest and that was all. Sixty-eight years later, the last survivor, Grant Goodrich's son, came to lay a wreath on Old College steps in memory of that day.

Of ten students who composed the first class only four were present on the opening day. Many years afterward one of them confessed to the dreary reaction that set in among them at sight of the bare wilderness in which they found themselves. The university pictured by Hinman's eloquence was still in embryo.

But if the physical surroundings of the students were primitive and rough, the offerings of the classrooms equaled anything available in America. The faculty of Christian gentlemen represented the highest type of general culture, together with the best equipment for presentation of their accredited subjects. It was fortunate that the age of rigid specialization had not yet arrived, for the two members of the faculty present during the first year were obliged to take on the work for which professors were either absent or lacking.

Henry Sanborn Noyes, professor of mathematics, came of the best of New England stock. His family traced their descent to the Norman Conquest. His surroundings had been always of the best New England tradition. Born in Landaff, New Hampshire, he came, at thirty-three years of age, to Northwestern University. He was well equipped by adequate preparation and he had been graduated from Wesleyan University at Middletown, Connecticut.

He had a successful career behind him when he took the great step and made common cause with the West. He had accepted the chair of mathematics at the call of his friend, Clarke Hinman, not only because the new university needed him, but also because, as principal of Newbury Academy with three hundred students under him, he could give too little time to mathematics on account of his administrative duties. Yet, through circumstances surround-

ing the launching of Northwestern University, his whole life work was to be hampered by the burden of the business side of the new university: for Noyes was destined to be the backbone of the administrative business as well as a toiler in the cultural fields of the university, a work on which he wrecked his health, and buried his personal ambition, and denied himself progress in his special field of mathematics. When the promised land of assured success for the university was in sight, a result of nearly twenty years of hard labor on his own part, he died, and left to the university nearly all that he had of worldly goods.

On his arrival in Chicago, in the summer of 1855, he found that the university could not open in September because the building was not completed. He offered, as has been said, to travel about on horseback through the muddy Western country to collect the money due on the scholarships promised to Doctor Hinman. How distasteful these public appearances were, became apparent as time went on, when on occasions of rejoicing in the university, he would be called upon for a speech, he would respond by reciting half a page of Homer.

If mathematics was his beloved subject he had a broad taste for other fields, and it was believed by his students that his mind was so "saturated with the Greek of Homer that he had the whole of the 'Iliad' by heart." This was fortunate for the students, because the Greek professor soon lost heart and returned to the East, so that Noyes took on his classes. Tradition says that on at least one occasion his mathematics class did their recitation in Greek, thereby combining both subjects. As Noyes was also acting president and secretary to the Board of Trustees at this time, he was obliged to follow the example of Julius Cæsar and

Napoleon and write business letters while hearing his Greek classes. He gave his undivided attention to the classes in mathematics. The university profited by his great knowledge; for when Judson resigned as financial agent, his mantle, too, fell on Noyes, who kept the accounts, collected tuition, sold land and wrote leases with the same accuracy and attention to detail that marked his class work.

On Saturday afternoons, with a student or two he would go out with his surveying instruments. It was through his skill in engineering that the swamps which still lay in the heart of the town were finally drained.

"Few sights were more familiar on our streets," wrote one of the young women of the period, "than the bay horse and light, covered buggy in which at all hours and in all weathers, that indefatigable man fulfilled the duties of business factotum to the university. Besides these he carried his full complement of heavy college classes, attending to ceaseless hospitalities incumbent upon the president (acting), maintaining discipline, pronouncing baccalaureate addresses that were gems of classic thought and diction, presenting the diplomas in sonorous Latin, greeting everybody with a brother's hand at levees, and never missing a church prayer meeting in all these crowded years."

Although his own salary and that of his colleagues were in arrears, he steadfastly set his face against the sacrifice of real estate to make a temporary prosperity to the detriment of the future of the university. University Hall is in reality a monument to his tireless work, for it could never have been built without him.

The sacrifice of comfort, ambition and honors to the ideal of the university made by Professor Noyes has never been completely realized. He never bore the title although

he acted as president through term after term. Since he was not a clergyman, a common requirement in most colleges of the time, he was not considered eligible to the office.

Professor Noyes was a tall man, over six feet in height, carrying himself well in spite of hard work. He had a fine, kindly face, and blue eyes of the kind that could quell with a look the schemes of any scapegrace student. His well-developed sense of humor was not the least of his assets in preserving discipline and in keeping up his own courage in the face of almost unsurmountable difficulties in any or all of the administrative, academic or business departments of the university. If he ever regretted the step which brought him from a prosperous school in a settled community to face small classes of ill-prepared students and constant toil in uncongenial fields, no one ever heard him admit it. He turned his back on offers of positions in the East commensurate with his attainments. With a clear sense of a duty to perform he gave his best to the university of the Northwest.

William D. Godman, another of Hinman's appointees to the first faculty, shared with the others a broad general culture in addition to his special subject, Greek. In those days the classics went hand in hand with mathematics, and Godman had the added advantage of a wide knowledge and love of English prose and poetry. His lectures on the poets were largely attended. It was on one of these occasions that he introduced the poems of Wordsworth, to the enthusiasm of his youthful audience.

Godman, like Noyes, during the first months of his incumbency, went about the country collecting funds and selling scholarships. He had the added advantage from the point of view of the trustees of being a clergyman. He

could appear with added emphasis before the various Methodist Conferences where he was sent to announce the opening of the university and to solicit aid. His occasional appearances in the little frame church of the new town were delightful occasions to the students. He read his sermons, which were distinguished by their high moral plane and niceness of English diction.

Professor Godman, a graduate of Ohio College, was a scholar and a gentleman in the old-fashioned acceptance of the phrase. Of medium height, slight frame and peaceful, benignant aspect, his pupils observed him as he walked about the half-marked streets and pronounced him the "incarnation of refinement." Godman, like Noyes, did not confine himself to his subject, but acted as secretary to the faculty and librarian to the collection of books on which the trustees had pledged themselves to spend $3000 the first year. To keep this pledge they had the use of the salary set aside for the new president. By 1857 this library contained two thousand books.

Of the two absent members of the faculty, Daniel Bonbright, professor of Latin, is still a bright memory to the present generation. He was but twenty-four years old when he came to take the chair of Latin, and he remained in the university as professor and dean, even acting as president for a period, until his death in 1912.

Professor Bonbright came fresh from studies in Germany, a wonderful equipment for the day, and one of which few of his contemporaries could boast. His earlier education had been in Dickinson College, Pennsylvania, and at Yale, where he had also been tutor immediately after his graduation. Those who remember him as a quiet, elderly gentleman of exquisite social grace and great learning, holding

the respect even of a graceless age, can hardly figure him in his days as tutor at Yale, in a time of great irritation between the citizens of New Haven and the Yale students. As a result of a student disturbance in the local theater, the young men of New Haven gave notice that Yale students would not be admitted to the theater. This caused great commotion and ill feeling, and the students organized a concerted mass meeting to attend the performance to signify their contempt for the "Townies." After the performance the return to the dormitories resulted in a running fight between the groups, ending in the fatal stabbing of a town boy by a student. A mob of infuriated townspeople made an attack on the students, during which a cannon was secured from a neighboring arsenal. It was run into the college grounds and aimed at the wall of the dormitory in which the guilty student was supposed to be. By this time the mayor and the president of the college had arrived and were doing their utmost to quell the riot. Their eloquence had little effect. However, it had given a few minutes' respite—just time enough for a brave but quiet man to spike the cannon: the work of Daniel Bonbright.

After his arrival in Evanston he showed the same quality in tending a smallpox patient whom everyone else had deserted and staying with him until he died.

Doctor Bonbright brought to his classes much more than moods and tenses. He is a lasting monument to the value of Latin in a well-rounded educational plan. Not only did the life of the Augustan age live and glow before his students till some of them felt that they saw in their professor a reincarnation of Horace, but his use of English was a joy to all who came into contact with him. The arrows of his

caustic wit kept in line those students who might otherwise have tried to make of their Latin a "snap" course.

Outside the classroom Doctor Bonbright had a distinct value to the university through his broad culture and keen, practical judgment. Not only did he make the rough sketch of University Hall, afterward made practical by the architect, but he also urged the purchase of the Snyder farm south of Dempster Street.

The social influence of Doctor Bonbright on the community might fill a chapter in itself. For more than thirty years of his residency he was a bachelor, and the fact that only a small part of his salary was paid during the first years—one year he received but one-fifth of what was due him—affected his urbanity less than that of other professors who had families to feed and clothe.

The other member of the first faculty, James V. L. Blaney, a man of thirty-seven, had come to Chicago from his home in Delaware to establish a medical practice. He was a graduate of Princeton, where he had been salutatorian of his class, and of Jefferson Medical College. His natural taste for chemistry immediately brought him recognition, and he was at once made a member of the faculty of struggling Rush Medical College. In this capacity he came into close association with Doctor Evans. When a head of the scientific department was sought for Northwestern University, he was a natural candidate for the chair. His name first appears in the catalogues of 1857. The quiet, rural aspect of the university town attracted him and he built a home on the high land of the west ridge where the beauty of his garden testified to the success of his experiments with artificial fertilizer.

Blaney was just the man for a pioneer college; for aside from his really great attainments as a chemist and his brilliant personality and general culture—he taught French as well as science—he had a practical side of immense value to a department which lacked equipment. His natural inventiveness found ample opportunity in making and contriving apparatus for his courses. His active work for the university ceased when he answered the call to the colors in 1861. But his name remained in the catalogue as professor emeritus until 1869.

Since he retained his professorship at Rush and divided his time between the two institutions, Professor Blaney entered little into the social life of Northwestern University. Consequently he was less known to the students. He never wore the accepted dress of the professor, and clothed his stocky body in a business suit, with a turn-down collar and a soft felt hat. Perhaps this very difference cut him off from the confidence of the young men in whose minds some reminiscence of the traditional scholar's dress may have lurked.

The Reverend Abel Stevens had received the appointment to the chair of rhetoric and English literature. He did not accept, but his qualifications were so preëminent that the trustees hoped against hope and continued to publish his name in the catalogue. Stevens, however, gave the university his interest and coveted for it the $500,000 endowment fund demanded by Hinman. He believed that with such a fund the university "would stand shoulder to shoulder and eye to eye with Yale, Harvard and Princeton."

CHAPTER VII

The students at the university were offered a choice of three courses: a literary course equivalent to the usual course of American colleges of the time; a scientific course, omitting Latin and Greek and substituting modern languages and science; and an eclectic course, allowing some range of choice of studies. Provision was also made for advanced courses. The requirements for admission, in essentials, were not far from those of the present day in the matter of subjects, with the exception of geometry, science and ancient history. However, the list cannot be fairly compared with entrance requirements of the present day, but only with contemporary lists of other colleges. An interesting table in Doctor Wilde's History shows these comparisons for Harvard, Yale, Wesleyan and Northwestern for the year 1855–1856. Our university ranked well with them all. Of the four institutions, Northwestern alone named United States History as a requirement for admission.

Examinations for entrance were given in the opening days of the term. However, the student was considered to be on probation during his first term, and he was not allowed to matriculate until this time was ended satisfactorily. He was also required to be at least fourteen years of age.

The students were expected to board with the townspeople, and association with these citizens, "four out of five of whom were professors of religion," as stated in the catalogue, was intended to be a part of the student's university training. Board was charged at the rate from $2.50 to $3.50 a week, and tuition was but $45 a term. Even stu-

dents living in Chicago were required to spend Sunday in Evanston, and all students were expected to attend Professor Noyes' Bible class, a requirement which could not have failed to have cultural as well as religious influence. College prayers were said both morning and evening until 1861, when the evening service was discontinued.

It can be believed that the student had little need of pocket money, for he could not leave the town without permission of the president and Evanston gave few opportunities for extravagance. After five years of life, it had only a few plain stores carrying bare necessities, one church building, a post office and a very humble tavern. Parents, however, were invited to place funds to be used for pocket money, in the hands of the faculty. "By this course one of the strongest temptations of the young to vice will be avoided," said the catalogue of 1861.

Small as was the attendance of students, for it had only increased from ten to thirty-six in the first four years, the faculty retained their rigid standard of attainment and would not permit a student to proceed who had failed to accomplish the work outlined.

The students were required to wear a uniform cap, another relic of the scholar's habit, and to recognize the faculty on meeting them. This was simple and natural enough for in the early days the relation between faculty and student was personal and intimate. Moreover, the faculty, in fact all professors throughout the country, wore habitually the Prince Albert coat, high "sideboard" collar and tall silk hat. Professor Marcy, who came to the faculty in 1861, and Dr. N. S. Davis intensified this by wearing a variety of long-tailed coat very like an evening coat of the present day.

The professorial mien was one to recognize: dignity of bearing and scholarly abstraction were expected. But these characteristics of costume and manner did not prevent a very close relationship between professor and pupil.

The college had two literary societies, Hinman and Adelphi, which were required to meet in the afternoon. Evenings from seven on were to be devoted to study—an actual burning of oil in the interests of knowledge.

Church sociables, held in the homes, were the favorite social diversion. On one occasion a serious-minded young theologian from Garrett pursued one of the bright-eyed merry girls from the Female College with the theological conundrum: "What in your judgment is the dividing line that separates sin from holiness?" The girls were as diverted as would be many a modern young woman.

The social life was very restricted, but no more so than was customary in dignified Western country communities. City manners were avoided by intention. Strawberry socials were frowned upon even as late as 1865, though there is tradition of "frolics and spelling bees in the old log schoolhouse on the Ridge." Perhaps they were only attended by townspeople.

The faculty families felt the deep need of social life for the young men under their care and considered this a part of the training they were there to give. Their parties were composed of faculty, students and trustees, as well as other citizens, with the faculty of Garrett. There were six or eight professors' families who often dined together, and now and then a distinguished visitor would lend variety. Professor Bonbright remembers a cantata of Queen Esther which was an event of "pomp and circumstance." There were no athletics and only the two literary societies as

healthy college activities. Study was the preëminent interest and many a young man stifled his loneliness in hard study. Card playing and dancing were of course prohibited, being frowned upon by all Christian denominations.

Promenading was the favored diversion of these somber gatherings for twenty years to come. The porches of the lovely old Hitt house (Murdock), which was built and then inhabited by Dr. Daniel P. Kidder of the Garrett faculty, were remembered by the young people as especially suited to this form of social movement. It is very fitting that of the hospitable homes of the period this one remains as a monument to the spirit of the early faculty. Both Doctor and Mrs. Kidder were strong in social graces. Doctor Kidder had made his name known and beloved to a whole generation of young people through editing some eight hundred books for use in the Sunday-school libraries, for the public library was as yet on the knees of the future. Doctor Kidder had traveled extensively in Europe and in South America. He built the most beautiful of the early homes of the village and it was easily the center of social life. Not the least of its advantages was the large library to which the student world had access.

The parties at the homes of the faculty and the trustees must have been something of an ordeal to some of the students from the Northwest to whom matters of etiquette were still unknown. But not the least of the services of these devoted women, wives of faculty and trustees, was their gentle leading of the pioneer youth into ways of social grace, nor could there have been better models than those given them by the faculty themselves.

CHAPTER VIII

Five years after the death of Hinman the university was still without a president. The trustees experienced some difficulty in selecting a successor, and finally the choice narrowed down to Foster and Haven; and at a spirited meeting of the trustees, when the qualifications of each were thoroughly canvassed, Foster was chosen.

Randolph Sinks Foster came of a family of wealth and business distinction in Ohio. His father always supplemented his income and he had no idea of the value of money. He had had the best education the West offered and missed his graduation at Augusta College in Kentucky only because of his impatience and zeal to be at the work of saving of souls, to which he had dedicated his life. His sermons were delivered with dignity and restraint, yet his preaching was of the phenomenal order: prophetic, soul-stirring, carrying his congregation along in a mighty whirlwind. He soon was called from the University of Ohio to a New York pulpit, where the call to Northwestern University found him. Feeling in duty bound to finish his work at his church, he did not arrive in Evanston until the June of 1857. The trustees felt that the presence of a man of such eminence demanded great effort on their part. They increased the president's salary to $4000 and provided the use of a house, one which stood at the southeast corner of Church Street and Chicago Avenue.

Foster's preaching was not the affair of the moment. After the lapse of seventy years those who heard him remember his sayings. His three sermons on the immortality

of the soul, delivered in Chicago, became the subject of conversation of the busy men of the city as they paused to pass the time of day on the street corner. When he arrived in Evanston with his wife, who took great care of him and supplemented in every way his lack of business instinct, great was the excitement. June of 1857 was set for his inauguration, and what the simple service of the first meeting of the university lacked was celebrated now. The town had grown to some one thousand five hundred souls. Foster, fresh from New York, was charmed with the town as he found it on his arrival. Looking back, thirty years later, he remembered it "nestling amidst the profuse foliage and deep shadow of an old oak forest on the sunset shore of Lake Michigan, one of the loveliest villages anywhere to be found away from the hills of New England. The spot was selected as the sheltered, restful location of a cluster of literary institutions. Nature had indicated it as classic ground."

"There is no hum of business, not even the occasional sound of a hammer," he wrote; "no flaunting of signs; no loaded trucks or drays, scarcely a remembrance of the mammonizing world. A Sabbath quiet rests upon the scene, interrupted only by the remittent swell of music from homes embowered amidst this aboriginal forest. Along the unpaved sidewalks and off by the shores are companies of youth hastening to the summons of recitation bells or leisurely returning home after the duties of the hour."

His favorite ramble between his home and the lake shore led "amidst thickset hedges of young evergreens and the many-tinted flowers of his neighbors' gardens." It was staid, safe, restful.

A large audience greeted the great men of the church who

had come even from Brooklyn to celebrate the installation of the new president. Evans, Dempster and Foster spoke with such power that it was determined to publish their addresses, though at the present day no copy of this pamphlet is known to exist. The formality of presenting the keys of the college by Evans to Foster was made with due ceremony. It was a great occasion, an historic moment.

To the students the tall, majestic form of the new president seemed a "fitting temple of a great soul." The large head with its dark hair thrown straight back and the great, glowing dark eyes reminded them of Frederick the Great, whose life by Carlisle they had recently read.

There was an air of romance about this brilliant figure that stopped and held the attention of the student body as well as the sober group of trustees. His spirit and somewhat idealistic influence came to them at a moment when the trustees were at their wits' end how to proceed. The financial panic of 1857 was upon them. With all their enthusiasm they could not themselves give as generously as they planned, nor could they expect others to do so. With every inducement to attract investors, such as the proposition to build one house for every nine houses built by purchasers, they had little success in stimulating the sale of Evanston lots. The scholarships in many cases remained unredeemed. Those promised in Iowa were a total loss, as Iowa had inaugurated certain educational plans of her own. The university needed everything—scientific equipment, additional professors, books, buildings and, more than all, a place in which to house the increasing number of young men. The trustees did not increase the fees, since they felt in duty bound to give the lowest tuition

possible in order to make the university serve the cause for which they worked.

These problems confronting the trustees touched the new president very lightly because he had no understanding of such questions.

With his great gift as a preacher he had also the quality of a diligent, hard-working student. He greatly regretted that he had not completed his own college course and strongly advised the young students in the theological school to avoid his mistake. He had supplemented any lack in his equipment by further study on his own account, and this habit gave him opportunity to be of great service at the moment. Geology and astronomy, as men progressed through scientific research, had come to be regarded as studies dangerous to religion. Foster studied deeply of both subjects, so far as his opportunities permitted, and he came to be a fair astronomer. Then he turned the strength of his great preaching gift into lectures on geology and astronomy and the Bible, reconciling and explaining their relation to one another, to the great comfort of his hearers. The theory of evolution, which through the coming decades was to bring devastation to old limitations in its path, was another subject of his study and speech. Not that Foster could be said to have come to the present common acceptance of evolution, but he stood in the front rank of those earnest Christians who were not afraid of new knowledge of the world of nature. His great series of sermons on the Christian evidences brought help to many a groping young mind. The kind of heavenly radiance he shed about him was always remembered by the town.

His home was bright with fun and lightheartedness, full

of his own boys and girls with their young friends. The president did not hesitate to join in their pastimes, sometimes even writing their valentines when their youthful invention proved inadequate. His own diversion took the form of an unpublished novel on which he wrote at intervals, or in shedding tears over "David Copperfield," just then coming out in serial form.

The university and town were still—as for many years to come—like one big family, and the president's house was opened to many gatherings of boys and girls, students and sons and daughters of the faculty. Perhaps because of his larger social experience, for New York was ever cosmopolitan, he was able to introduce charades and tableaux to enliven these social evenings, which those who remember them report to have been of a devastating dullness.

On one occasion when a party at the Northwestern Female College, a private school as yet, was in danger of collapse because of the predominance of wall flowers, President Foster organized a promenade through the rooms in a procession of couples of young men and women, requiring the young men to drop back at stated intervals and join the young lady just behind. This seems to modern eyes to have had something in common with the strictly forbidden dance, but it served its purpose in giving the young people such an enjoyable evening that it has become a matter of college history.

He governed the university by his own personality, and his flame of enthusiasm kindled anew the joy of teaching in his faculty. He was like a meteor in the story of Northwestern for he remained but three years, leaving in 1860 to return to the pastorate of a prosperous New York church, be-

cause, as he explained, "he must have shoes for his children." His election to the bishopric in 1872 brings his name into the list of the seven Methodist Episcopal bishops who have had their share in building Northwestern University.

CHAPTER IX

Although Evanston was little more than a wilderness, another educational institution already was in operation when the university opened its door.

The seeds of Garrett Biblical Institute, to give it its full name, were planted in the middle of the eighteenth century when James Dempster, a Scotchman, who was graduated from Edinburgh University, came to America, sent by Wesley to care for the infant Methodist Church. After some years of strenuous labor as a traveling preacher, Dempster married. This meant in that day, and for long after, that he must retire from the Methodist ministry. Early Methodist ministers were forced into celibacy because the life of an itinerant preacher made no provision for the care of a wife. He therefore joined the Presbyterian Church and continued to preach until his death in 1804. He left two sons, one of whom, John Dempster, was destined to do great things for the church of his father. John Dempster had been given but a meager education himself, but he knew through family tradition what value to set on a trained ministry. He managed to educate himself, entered the ministry, and soon became known in the councils of the Methodist Episcopal Church.

There was in his own day a romantic story often told most picturesquely by his fellow ministers, that he was a converted tin peddler. But this was hardly true, having only the foundation that he and his brother had owned and operated a successful tin shop in their early manhood. He lived for a time in South America as a missionary and went

as a delegate to the World's Evangelical Alliance in 1846, so that his experience and outlook were somewhat broader than those of many of his colleagues.

In the course of his career John Dempster became a teacher in a theological course attempted at the Conference academy at Newbury, Vermont. Being more and more convinced that the ministry needed men of better education and more extended theological training, he established a theological school in Concord, New Hampshire. This was not done without severe sacrifice and some privation. After some years of effort Doctor Dempster felt a call to establish a like institution in the West, meaning then, Illinois. He had Bloomington in mind as a site, but a visit to Evanston convinced him that here was the place for his theological school.

The desire for a higher educational standard and special training for the Methodist Episcopal ministry troubled the hearts of other of the church leaders. Dr. Daniel P. Kidder, head of the church's Sunday-school union, had been in active correspondence with Grant Goodrich ever since the inception of the university idea. He insisted on a theological department, to be conducted in close harmony with the university, but with a separate charter and with its own board of trustees. Goodrich and his group hesitated. The great wave of enthusiasm for higher education had not yet convinced these laymen that their ministers were in as great need of help in this matter as their young people in secular life. Then came a curious and romantic incident.

Chicago had been blessed since 1836 with a picturesque figure, an auctioneer named Augustus Garrett. His auction rooms were on the corner of Dearborn and South Water

Streets. He is described as a "musical man full of wit and curious pranks," who kept the idle young men of the town in gales of merriment as they lounged in his place on winter evenings. A combination of popularity and shrewd business ability soon made Garrett one of the wealthy men of the little frontier town and he was on several occasions elected mayor.

Garrett had married before he came West, a woman of some culture, a Miss Eliza Clark of Newburgh, New York. Eliza Garrett had that spiritual quality which attracts the imagination of men. She charmed the leading citizens among the Methodists with her really religious nature. Many of them have left comments upon their impressions of her, and her memory is held in a beautiful reverence to the present day. Her portrait shows a rather lovely, earnest countenance with broad brow and widely curving eyebrows over large, beautiful eyes.

Mrs. Garrett gave to her religious experience a kind of thrilling devotion, and her membership in Clark Street Methodist Church brought her the helpful friendship of Orrington Lunt and Grant Goodrich, and of her class leader, David Morrill Bradley.

In 1848 Augustus Garrett died, leaving a record of a much more worldly nature than did his wife. Half of his estate, some $300,000, came into the possession of Eliza Garrett. She determined to devote her property to the advancement of Christ's kingdom, and took council with the men of her church on the way in which this could best be accomplished. After several years of deliberation she decided upon the endowment of a theological school. John Dempster came into contact with the group, and on the strength of the will executed by Mrs. Garrett, decided to

establish his school in Evanston without delay. John Clark, Philo Judson, Orrington Lunt and Grant Goodrich supported him both spiritually and materially, and agreed to give him a building and $1600 annually.

A charter was granted February 13, 1855. Meanwhile, in 1854, a single hall had been built, named for Doctor Dempster. It was long since destroyed by fire. It stood at the extreme northern limit of the land plotted for the campus, beyond the sluggish ditch named the Rubicon. It was dedicated with some ceremony. A party of interested men and their wives drove out to Evanston from Chicago in sleighs for the occasion.

Mrs. Garrett was a young woman and it seemed probable that it would be many years before her property would come into the hands of the trustees. Her enthusiasm for the school was unbounded. With unselfish spirit, she reserved but $400 a year for her own support and devoted the remainder of her income to the school. Perhaps nothing shows more clearly her entire devotion to the cause than this act of self-sacrifice, for she was accustomed to gentle living and had had a home that rivalled the best in Chicago. Her reward was an early death, for she barely survived the year, and the immortalizing of her name. While she strove to honor the memory of her husband, Garrett Biblical Institute, now shortened popularly to Garrett, is her living monument.

The theological school had begun to hold its classes even before the university had opened its doors. The young candidates for the ministry found a field for their zeal even before they had finished their training.

"When the Institution was first opened," says Grant Goodrich in his report of 1857, "there was not, in the whole

distance of thirty-five miles, between Chicago and Waukegan, and the distance of twelve or more miles westward from Lake Michigan, a single Protestant church, or a regular ministry. . . . At not less than nine . . . places, within a radius of twenty miles, the students of the Institute have maintained regular appointments at which they have preached. . . . It may be remarked that the faithfulness and regularity with which the appointments . . . have been maintained, is not often excelled under any circumstances. . . . The result has involved long and oft-repeated walks through mud and storms that might have caused veteran itinerants to hesitate. Yet the students . . . have super-added to their studies this regular attendance upon small and feeble congregations, both voluntarily and gratuitously."

As the university gave free tuition in the College of Liberal Arts to students dedicated to the ministry, many a young man coming to study theology with no better preparation than a district school afforded, saw his enlarged opportunity and entered the academy or college as a preliminary to his theological training. Tuition in Garrett, or the Institute as it was then called, was given without charge. The young theologians either roomed in the attics of Dempster Hall or found shelter with the townspeople, for whom the greater part did manual labor of one kind or another for their support. The men students in both college and institute were a boon to the overworked servantless housewives of the village, as well as to the professors' wives.

Certain households were especially coveted for chores because of the help, spiritual and social, that came from contact with these families. Indeed, to be "chore boy" to Doctor Kidder was a position to be coveted. The house

was the most beautiful in the village, the master and the mistress leaders in every activity. The extensive library was fully his to use, and the grace and dignity of the master a model of a gentleman and a scholar. These social opportunities were not to be despised. In one instance the chore boy, like the diligent apprentice of the Middle Ages, grew up and married the master's daughter.

During the first thirty years of existence the dividing line between the university and Garrett was hardly observable. The Boards of Trustees were all but an interlocking directorate. Orrington Lunt served as secretary and treasurer for nearly forty years. Grant Goodrich and John Evans were equally interested in both institutions. The faculties were held in the closest social relations and often took classes in both college and institute, while during the early years of the academy the principalship was often held by an undergraduate of Garrett.

From time to time efforts have been made to bring Garrett directly into the university as a departmental school. This plan was pressed energetically in President Haven's day, when the medical and law schools were secured. The ingenious plan was devised of electing the president of the university also president of Garrett, and so fulfilling the requirement that Garrett should have a president of its own choosing. Nothing came of the plan, however.

In a still later day when the subject was again discussed, the final statement was made that:

"An examination of the charter and of the action of the General Conference will make it plain that Garrett Biblical Institute must remain for ever a school of the Methodist Episcopal Church. It can never be absorbed by any university or surrender to any other institution any portion of its independence. It is not and

can never become a part of Northwestern University; for this is precluded by its charter and by Mrs. Garrett's will; although its buildings are upon a portion of the university campus given for its use in perpetual leasehold; and although the relations of the two institutions have been always intimate and friendly and helpful to each other."

The Chicago fire of 1871 destroyed the buildings upon which Garrett depended for support. All income disappeared in a day. In this emergency, Dr. O. E. Haven, then president of the university, traveled about the country collecting money to relieve Garrett's necessities.

During its seventy years of life, Garrett has graduated a goodly company of men whose names stand high in the hall of Christian ministry, not only of the Methodist Church, but of other denominations. The same is true of the mission field.

Of the graduates six have been elected bishops of the Methodist Episcopal Church and the record of their names may be regarded as an index to the quality of the graduates as a whole:

Charles H. Fowler, D.D., LL.D., Class of 1861.

Joseph C. Hartzell, D.D., LL.D., Class of 1868—retired.

Homer C. Stuntz, D.D., LL.D., Class of 1884.

Francis W. Warne, D.D., LL.D., Class of 1884—residence in Lucknow.

Thomas Nicholson, D.D., LL.D., Class of 1892.

John W. Robinson, D.D., LL.D., Class of 1892—residence in Bombay.

During the Great War, the theological school, Garrett, furnished fifty-nine students who served in the Army and Navy. Of these seven were lieutenants and nineteen were chaplains, their most natural service. There were also

four noncommissioned officers and twenty privates. Two served in the Red Cross and fourteen in the Y. M. C. A.

In 1920 Garrett came to an arrangement whereby it exchanged its right on the lower campus for a site of its own. Here has been built the most beautiful group of buildings as yet erected in the university neighborhood.

CHAPTER X

A THIRD Evanston institution, entirely separate from the university but not without its influence upon its story, was the Northwestern Female College. The similarity of name made it necessary for the trustees to announce formally in the catalogue of 1856 that the "Northwestern Female College is a private enterprise and has no connection whatever with Northwestern University." However, the march of events and the changing demands of the time brought the Female College into the university family, and this in little more than fifteen years.

In 1856 women students in the university had no place in the thoughts of the trustees or the faculty, but the daring thought of higher education for women already had its advocates.

In the summer of 1854 a young man barely twenty-two years of age came to the new university village, William P. Jones, Jr., then, as always, of tall, slender figure topped with a face showing all the marks of an idealist. He came to look over the ground to see if he had at last found the spot where he could establish and make good his dream of a woman's university, "where all that was taught at Harvard and Yale Universities should be placed within the reach of womanhood."

The idea had met with much disfavor. Men of wealth and influence honestly felt that women could not grasp the intricacies of mathematics or master the classic languages. They believed that the seminaries and academies scattered about the country were all that the growing girls

of the Northwest needed. When we view the struggle these men were making to supply the needs of the boys it is difficult to criticize their attitude toward the young women. Still, the fact remains that the objections raised were not financial.

Young William Jones first had to convert public opinion to his great idea. Of his own volition, he had traveled through Illinois, seeking, where he could, to secure the interest of the clergymen of a community. Pastors in scattered instances would give the young enthusiast the freedom of the pulpit for a Sunday evening service. There he would make his plea, mostly to deaf ears, to an audience composed of hardy pioneers, farmers and small-town folk.

His plan differed from that of other school men in that he asked only for encouragement and pupils. He believed that his woman's college should be a private affair owned, not by Church or Conference, but by individuals who were in sympathy with his ideas and acknowledged the need of higher education for women. It may have been this theory that aroused disapproval, for such an arrangement would make him in management and curriculum quite independent of interference from any one but the parents of his pupils.

Where William Jones had received his inspiration it is difficult to discover. He had graduated from Allegheny College in Pennsylvania, but he does not seem to have come in contact with any of the group of educators who had been at work on this idea since the early part of the century.

Emma Willard, as early as 1820, had begun the great work for woman's education which culminated in her famous seminary at Troy, New York. Her writings and personal influence had been widespread, but they seem not to have come directly to William Jones. Neither did Caroline

Beecher nor Mary Lyon give him inspiration, although Mount Holyoke College had been in operation since 1837.

The world at large had broken with many a tradition. Europe had experienced many social reforms, the aftermath of the revolutions of 1830 and 1848. In England political, social and economic advance had brought about a new interest in the better education of woman teachers. In 1848 Queen's College, London, had been founded as a school for governesses.

Some distant wave of this widespread movement must have been felt in the Western country of America, for Oberlin had accepted women students as early as 1853. Monticello Seminary at Alton, Illinois, was already a well-established school, and William Jones, young as he was, had himself been largely responsible for Peoria Ladies' Seminary, so that he had had some practical experience in his chosen field.

His brother, J. Wesley Jones, had followed the call of gold in '49. With a curious enthusiasm, he resolved to devote all his earnings in the gold fields to the realization of his brother's dream. The new town at Evanston offered him from the first the environment he desired. He crystallized his plans and bought the plot of ground on the west side of Chicago Avenue between Greenwood Boulevard and Lake Street.

The two brothers next made a journey through the Eastern States, not only to visit other educational institutions and study their methods, but also with the idea of interesting Eastern capital in their enterprises. During this journey they dined with Lossing, the historian, where they met Mathew Vassar. "As we discussed our intention of founding the Northwestern Female College," wrote Colonel

Jones in a later day, "he became intensely interested and insisted on our visiting him a day before we started West. We spent the next Sunday with him. He urged us to give up the West and establish our college there, and drove us over his lands where now Vassar College stands. But we were enamored with the great and glowing West. I had already bought the site of our college and we carried out our plans, and Vassar followed them in the East sometime afterward."

Going farther east, they met a young lawyer of Boston, Henry Towle Durant. "We talked together on education again and again, when we met socially; he became inspired with our ideas and his great wealth enabled him to found Wellesley College."

Professor Jones was fortunate in having the enthusiastic support of his own family. His brother, Colonel J. Wesley Jones, of Chicago, had supplied funds for building. His father, the Reverend William P. Jones, with the four brothers, two of them still boys, dug the cellar unaided and built the foundation walls. This was in the spring of 1855. The cornerstone was laid on the same day with that of Old College, June 15, 1855. Bishop Simpson conducted both ceremonies, making in the afternoon a magnificent address on the mighty advance being made in female education.

Although he had no charter, because the legislature was not in session, Professor Jones opened his school in a room over Colvin's general store on Davis Street. He had but one assistant, Mary E. Hayes, a young graduate of Mount Holyoke. Within a year or two the young principals decided to carry on their work as husband and wife.

On January 1, 1856, was celebrated the dedication of the completed building. A company of people from Chicago

again attended, and the faculties of both the university and the theological school furnished the speakers. Doctor Dempster was considered happy in making a comparison between the "Three Sisters" window at York Cathedral, which he had recently seen in his travels, and the three literary institutions now established in Evanston.

William Jones gathered about him a notable group of young woman teachers. "Here the young women began to study Homer and Horace while the Indian trail was yet visible along the shore; here they wrought out intricate problems in calculus when Greenwood Avenue was an unexplored morass," is the comment of a member of the first graduating class.

The pupils numbered eighty-three, of whom scarcely a dozen came from Evanston, and these were daughters of trustees and faculty. Few of these young women were in the collegiate department. The preparatory department was the most popular and to this were admitted boys who were fitting themselves for college. The tuition was low, but the enterprise seemed launched for prosperity. However, in less than a year the building burned.

Professor Jones made heroic efforts to save his property with the primitive equipment the town afforded. As a consequence he suffered from an acute attack of rheumatism for many months and endured delicate health to the end of his life. He received much sympathy during his long illness; the girls were taken into the houses of the neighbors, and the university lent its rooms for the use of classes until a farmhouse could be secured.

Although no insurance could be collected, the devoted Jones family set to work and rebuilt the college before the opening of the term in the following autumn. They

worked in the face of a threat to establish a rival institution. But Colonel Jones, overcoming all obstacles, went to Springfield and secured a charter and the plan for the other institution came to nothing.

The country was now in the throes of the panic of 1857, and parents, suddenly reduced in fortune, canceled their reservations for their daughters. But somehow the institution weathered the storm and grew in numbers. Indeed, the little town must have been quite feminized. For the young women far outnumbered the university students and formed an attraction to these young men that they did not attempt to resist.

Hinman Literary Society gravely debated the rights of women to the suffrage. "After much discussion they invited the young ladies to hear their debates." The Female College returned the compliment with social evenings. Professor Jones had to contend with escapades with the university boys and set his face firmly against moonlight walks with male students.

The men were just organizing their first Greek letter society and the girls, not to be outdone, in 1859 followed suit with "Iota Omega," full of dark secrets and ceremonies. Its chief activity seems to have been the collection of autographs, and its members plagued the great of two continents with demands. A request addressed, "Victoria, Buckingham Palace, London, England, The World," remained ungratified. But Longfellow and Horace Greeley as well as Abraham Lincoln proved less adamant. The Hinman Literary Society offered Iota Omega its sacred Hinman Hall in which to hold its meetings. Gallantry could go no further.

Just what manner of girls were these daughters of the

Northwest is worthy of consideration. Their family origins were mostly New England and New York. Restraint and dignity of mien might be expected. Yet they were full of the vigor of the West and seem to have had a certain breezy assurance of their own importance.

Like all growing girls, they snubbed newcomers from Wisconsin because of their plain and tasteless dress and were equally impressed by the long flowing velvet coat and floating veil of a new resident. At the same time they succumbed to the claim of a superior intellect. Nor did they disdain a hand-to-hand encounter when discussion became acute. One group grew so unruly that they were called the "N'er-do-well's." On one occasion they attempted to smoke cigars, cigarettes not yet being known. The irate teacher, on discovering the dreadful sight, compelled them to finish their smoke and cured them of the practice at the start.

The preparation of the girls must have been very uneven. There were no high schools in Illinois. Even Chicago established its first high school only in 1855. The Methodist Conference seminaries were good as far as they went, but, judging from the biographies of the time, attendance was erratic and broken.

The Willard sisters who attended the Female College both kept elaborate diaries, as did nearly all young women of the period. It is a temptation to use their record as typical of their classmates. However, they could hardly have been average girls. Mary Willard died at nineteen, but Frances grew to be a very extraordinary woman. They had had more freedom of thought and action than most of their associates and far better preparatory education. Still Frances Willard had had Charlotte Brontë's "Villette" re-

moved from her hands by her father, accompanied by such strong objection that she never, even as a mature woman, finished the book. However, she and her sister had already managed to read "Shirley" and "Jane Eyre" while at Milwaukee at school.

Earlier in life the family seamstress had related to them the stories of "The Children of the Abbey" and "Thaddeus of Warsaw." The only novels approved by their parents were such religious romances as "The Shoulder Knot" and "Norman Leslie." The sign manual of emancipation came when Frances, on her eighteenth birthday, asserted her independence by reading "Ivanhoe."

While they attended Northwestern Female College the Willard sisters read Carlyle's "Essay on Burns"; Burke, "The Sublime and Beautiful"; Dick on the future State; Emerson's "Essays"; Socrates' "Apology"; D'Aubignés' "History of the Reformation"; Mrs. Jameson's "Italian Artists"; Mrs. Howe's "Sunny Memories of Foreign Lands"; "The Life of Lady Jane Grey"; Agassiz' and Gould's Zoology; Lewes' "Life of Goethe"; Miss Harding's "Story of To-day." Of fiction they make note of "Uncle Tom's Cabin"; Julia Kavanaugh's "Daisy Burns"; "Autocrat of the Breakfast Table"; "Prue and I." Festus' "Tam o' Shanter," and "Aurora Leigh" were favorites as well as Timothy Titcomb's "Letters" and the "Memoirs of Margaret Fuller Osoli." The last made a deep impression.

Modern fiction was represented by "Dombey and Son" and "Bleak House," the latter just then coming out serially. Their enthusiasm for these books was stamped by disapproval of Dickens' domestic difficulties. Of course they read the *Atlantic Monthly,* following a story called "Life in the Iron Mills," "written in a new strong style." Another

book, by Thorpe, "A Quiet English Town," reminded them of their own village.

This list may be considered fairly indicative of the trend of reading among the young people, both boys and girls, of the day. Their opportunities to see and study art were less satisfactory. They visited Chicago on a rare occasion in order to view a "wonderful painting entitled 'The Heart of the Andes,'" painted by Bierstadt. Perrine's "Panorama of the River Jordan" was exhibited in the university town itself.

Many of the girls in the Female College wrote verses, perhaps in imitation of their principal, some of whose poems still remain. A college publication was developed, called *The Casket and Budget,* which Principal Jones claimed in after years to be the first newspaper published in Evanston.

The Willard sisters devoted much space in their diaries to a distinctly morbid contemplation of death and an unwholesome dwelling on the more material aspects of burial. This may have been due to the fact that Rose Hill Cemetery recently had been opened, and the burial of their friend, Doctor Ludlam, there was emphasized by their neighbors as "the first grave."

Nearly all the girls came from Christian homes and should have taken their religious experiences quite naturally. However, if the diaries are an index to the minds of the girls of the period, or only those who attended the Female College, all sorts of strange emotional speculations and religious doubts were indulged in and the diarists evidently greatly enjoyed their self-inflicted mental agonies.

Professor Jones had fought so hard a fight to win a place for his female college that it is not surprising that his pupils, as was characteristic of the feminist movement of the

time, believed him to be the victim of a species of sex warfare. There grew up an unhealthy rivalry between the women students and the university men. The young women were encouraged in a desire to "get ahead of the men" in various petty ways. However, there is no doubt that the major influence of the school tended to the development of high standards of character and scholarship.

It speaks well for the spirit of the university faculty that in spite of their own heavy burdens they stood ready to encourage and assist the young teachers, and Doctor Bannister of Garrett offered to take the Greek classes on one occasion when they had been left in care of a young pupil teacher. Again, when young May Wright (Sewall) showed an aptitude for chemistry, opportunity was given her to use such laboratory facilities as the university then possessed. Her only reminiscence of the experience is a record of her deep disappointment that work with men students had "not proved inspiring and helpful." In fact, they were neither more brilliant nor more studious than her young women classmates.

Education as a science was not yet understood. The whole Mid-West was at the moment aflame with desire for learning. Teachers and parents alike poured information into the minds of the pupils without regard to consequences. For example, the new high school in Chicago, opened in 1855, graduated its first class in three years and with a list of studies staggering to contemplate. There was nothing too difficult or too obscure for their young people, the promoters believed. Within three months, three members of the class had died of various brain diseases and the course had to be modified.

Professor Jones never lost interest even when his failing health compelled him to accept various consulships in China. During his eight years of absence the school was conducted by Mrs. Lizzie Mace McFarland, Lucius Bugbee and the Reverend William P. Jones, Sr., and his wife. In 1868 Professor Jones resumed the principalship of the college in association with Professor Nightingale, who is still well known as one of the ablest educators of the later nineteenth century in the Mid-West.

During the three years from 1868 to 1871, the college was in a very prosperous condition. There were from thirty-five to sixty-five boarding students and about the same number of day pupils. Primary and preparatory departments were popular but the regular college classes were small. The character of the latter was very high. The curriculum of the college was in general parallel with that of Northwestern University, the modern languages taking the place of Greek, which was not taught in these later years. The teachers were well equipped and the instruction was thorough.

The Northwestern Female College graduated a goodly number of brilliant, successful women during its sixteen years of life. Many of these women earned enviable reputations in missionary and educational fields.

When the time came for a Woman's Department of the university, a graduate of the Female College, Frances E. Willard, became the first president. She brought to the new institution the tradition of William Jones' teaching, the honor system and self-government, which had been fundamentals in the earlier college.

The Educational Aid also had its origin in the aid given by

Professor Jones to eager young women without sufficient means and to the daughters of ministers. From this institution also the university inherited the term "Fem Sem," so much disliked by the women students of twenty-five years ago.

BOOK II

THE CIVIL WAR AND AFTER

"We're for our Country right or wrong; if she's wrong we'll right her."

CHARLES H. FOWLER.
1862.

CHAPTER I

The university was hardly a child to walk even with the strong arms of its board of trustees to uphold it. Just what dangerous waters confronted it a glance at the financial records will show. In 1857 the university received donations amounting to $5501, of which Doctor Evans had given $3500. But the following year but $525 was received, and in 1859 a pitiful $155.

Looking back over the years other signs and portents of what was coming are plainly visible. To the men of affairs among the trustees, although they knew well the national problems and were of those who were framing national policy, the clouds did not look too black. Perhaps for the safety of the cause so close to their hearts and in which they had invested so deeply their youthful vigor and their varying means, it is well that no vision of the immediate future was vouchsafed them.

The Hinman Literary Society, to which the entire senior class of five belonged, holding its meetings at three in the afternoon to save candlelight, had many a hot debate in the three years 1856–57–58. The Evanston public crowded their meetings, sometimes forcing an adjournment to the Methodist Church, where there were lamps for evening meetings and more room for the audience. They debated mightily on such red-hot subjects as "Fremont's Campaign for the Presidency," which the majority of the inhabitants,

Whig or Democrat alike, were backing, "The Nebraska Bill," and the great Douglas-Lincoln debates.

September 15, 1858, came a daring subject: "Resolved, that the signs of the times indicate a dissolution of the Union." A month later the subject was more concrete, but infinitely surprising in the backward light of sixty years: "Resolved, that judging from the political course of the two men, S. A. Douglas is more worthy of a seat in the United States Senate than Honorable A. Lincoln." It was a lengthy debate. No one wished to take the negative. Finally the club president, William Alexander Lord, a junior, soon to be brevetted Brigadier General for gallant conduct on the field of battle, decided in the affirmative. The strength of public opinion was behind the "Little Giant."

Early in the same year (June 9, 1858) the great Lincoln–Douglas speeches had been made from the balcony of the Tremont House, in Chicago. It would be interesting to know if acting President Noyes had granted permission to the students to attend.

The next year the Hinman debates show the further trend of events: "Resolved, that the Harper's Ferry crisis is calculated to create a separation between North and South." By 1860 the debate lasted from two in the afternoon until seven-thirty in the evening. But the university oil was wasted to no purpose for the debaters came to no conclusion.

A national crisis seems naturally to arouse patriotic ardor in an academic mind. It was in 1860 that the students bethought themselves of George Washington and resolved to give his birthday a fitting celebration. Recorded in the minutes of the Hinman Literary Society, which fathered the scheme, is the announcement that they intend to celebrate "in a domestic way."

Raleigh, of Maryland, a senior and greatly regarded among his fellows as an orator, was assigned to give the address on Washington. The public were invited, "allowed" the minutes say. An audience awake to opportunity filled University Chapel. But Raleigh was not up to his usual form. He was ill, his fellow Hinmans record, and did not do himself justice. The audience cheered with zeal and passed enthusiastic resolutions on the conduct of the Father of his Country. It was a charming occasion.

Perhaps it was to give Raleigh an opportunity to display his oratorical powers, that, late in the spring, the subject of debate was "That men have a right to disseminate any principle they please." For Raleigh was the advocate of the South in the little community and was destined the next year to take up arms against the Federal union. He fought through the whole of the war and surrendered at Appomattox.

Foreign affairs were not neglected. One daring soul proposed the name of Louis Napoleon as an honorary member of his society, but the proposition was voted down. A year before they had debated whether or not it would be good policy for the United States to take Cuba by force, if other means fail, and whether or not "Garibaldi's course in the present Italian war should be commended."

Then came commencement and a class of nine were graduated, of whom five were to support the Union arms and one the Confederacy.

In the spring of 1860 Abraham Lincoln came to Chicago to try what was popularly called the "Sand Bar" case, "one of the most notable trials in the annals of our courts." The first class at the Union Law School, now Northwestern, numbered eleven. Some of them were chafing at their mis-

fortune in not being allowed to go East to study law. Although they did not know it, they were to have a unique experience. One morning, Judge Henry Booth, the dean, addressed the class as follows: "Now, young gentlemen, there will begin to-morrow a trial that will probably become famous in the history of law. I want you to attend this trial, because it will probably teach you as much as my lectures, so we will therefore open our law lectures one hour earlier in the morning in order that you may devote as much time as possible to listening to this case." So the students at the law school came very close to the next President during the following two weeks.

The students at Evanston were not so fortunate. Still they had their one great night when the man fresh from his triumphs at Cooper Union, and having won the "Sand Bar" case in Chicago, came to Evanston, on Thursday, April 5, 1860, to spend a night.

His host was Julius White, an old friend, and a man of prominence in the business world, who lived at the corner of Church Street and Ridge Avenue, in the house occupied formerly by Philo Judson.

Here he was entertained by the usual conversation of the elders and with music from the young people, which last he seems to have greatly enjoyed. This was followed by an informal reception held both inside and outside the house. "His bearing at the reception, while easy, was at the same time dignified and pleasing," Harvey B. Hurd, then and for long afterward of the faculty of the law school, remembered.

Judge Hurd had ample opportunity for observation, for it had been his happy privilege to escort Mr. Lincoln to

Evanston on the occasion, and on the railroad train had secured for him a seat of comfort next to the stove. "It required no stretch of the imagination to think of him as the coming President of the United States. He inspired in all a desire to see him nominated and elected to that high office. There was no lurking doubt as to his fitness."

No enthusiastic band of students could have remained away from such an occasion. On the lawn they gave the future President a serenade and succeeded in making considerable noise. Mr. Lincoln came to the doorway, and then stepping out on the little veranda, made them a short speech. They listened to the words of the tall, ungainly man, and one student remembers that "he spoke in a high, clear voice, explaining his standpoint in politics and the reasons for it, making a special point that he had been guided by his sense of right."

The tide of Hinman rhetoric turned and with all their boyish nonsense the coming man was elected an honorary member of their society. The students' essays now showed which way the wind was blowing: they wrote on "Our Republic"; "The Union"; "The Rebellion." "Resolved, that the President of the United States should proclaim the slaves of the rebels, free men"; "That the signs of the times indicate the downfall of the United States"; "That a separation of this Union is better for this country than Union."

However, the subjects of the first graduating orations were singularly remote from public events. The nearest approach to timely discussions were: "The Relation of Agriculture to National Prosperity," and "Philosophy of Civil Liberty." The giver of the last-named oration, E. J.

Searle, was soon to be better instructed, for he spent the succeeding two years in the law office of Lincoln and Herndon at Springfield.

Some of the students must have attended the Republican convention with their fathers, for Oliver Willard, of Evanston, was present and heard Abraham Lincoln nominated for President.

CHAPTER II

The autumn of 1860 was marked by an event which has held the imagination of the student body from that day to this and one that was definite in its results. For the Coast Guard Station at Evanston owes its existence to that day's work.

Lake Michigan, beloved by Orrington Lunt and full of romantic possibilities to the early Victorian youths and maidens of the university community, was still the highway to the north and east of the continent. Side-wheel steamers provided by far the most comfortable means of travel, even though the railroad with its rough roadbed had begun its all-conquering course. Every town on the Great Lakes had its pier where supplies were brought and passengers landed, Evanston among the rest. The shore held the same treacherous quality it possesses to-day, but there was no lighthouse nor had anyone yet thought of the necessity of a life-saving station in these inland waters. Communities were far apart on the North Shore and communication difficult.

September 7, 1860, the side-wheel steamer, *Lady Elgin,* the finest passenger vessel on the Lakes, carried an excursion of the Highland Guards from Milwaukee to Chicago for a day's celebration. The return journey began late in the evening. Some four hundred passengers were on board. Among them was Herbert Ingram, a member of the English House of Parliament and founder of the *Illustrated London News,* accompanied by his young son.

During the evening there arose one of those northeast

storms with which those who live in the Lake region are so familiar. About two o'clock in the morning the *Lady Elgin* collided with a schooner, the *Augusta.* The captain of the former refused the assistance offered and the *Augusta* proceeded on her way. Meanwhile the *Lady Elgin* proved to be much more badly damaged than her captain imagined. In spite of the efforts of the crew, inside of half an hour she sank, at a point some three miles out from Highland Park. Boats lowered by the crew were useless, and four hundred passengers and a cargo of cattle were adrift in the water clinging to anything that they could reach. The steamer broke up rapidly and the wreckage supplied make-shift rafts to the struggling people. Some of them even tried to cling to the backs of the swimming cattle. The direction of the wind brought many southward to a spot near the present Winnetka water tower. There, between a sand bar and the strong undertow, they were drowned almost with their feet upon the shore.

Meantime a company of students had started for a morning's walk northward. Not far out of town they met Henry Kidder. He was on horseback and gave them meager news of the disaster. The young men hurried on to see what help they could offer. They soon saw the dead body of a woman lying in the shallow water and they began to realize that a great disaster had occurred.

In this group was Edward W. Spencer, who had been brought up on the Mississippi River and was a strong swimmer. On coming to Evanston he had delighted in the lake and had already had some experience in swimming in stormy weather. Spencer ran through the fields and rushed down the steep bluff, at that point twenty or thirty feet high. He plunged into the water and swam out when

he saw a woman violently washed from the wreckage to which she clung. She had been in the water eight hours and she could hardly have been able to do anything to help herself. A terrible struggle followed with the undertow while the huge breakers kept them under water most of the time. With tremendous effort Spencer finally managed to get close enough to shout for two theological students, who did not know how to swim, to let down a shawl which was passed under the woman's arms and she was lifted up the bank to safety. What little beach there was at this point was submerged and the waves pounded directly on the bluff, making landing impossible and death all but inevitable.

This was but the first titanic struggle which Spencer made that day. Sixteen times he plunged into the waves at different points along the shore, bringing in, after terrible exertion, some all but drowned victim. The bluffs were lined with horrified spectators. Huge fires were built, hot blankets and stimulants provided, but Spencer alone had the strength and skill to bring the drowning men, women and children within reach of the ropes let down by the agonized spectators, most of whom were powerless to do more. Spencer would be warmed with hot blankets, and restored as well as the other students and faculty could manage—for all the university community were afoot by this time. When another victim was sighted he would start again with a rope about his waist. Once when the rope seemed to prevent his work he threw it off and braved the lake without any hope of rescue for himself. A piece of the wreckage struck him and his head was bleeding and his body cruelly bruised, but he kept on with the work of rescue.

A tug sent from Chicago picked up a few survivors. But of the four hundred passengers two hundred and twenty-five lost their lives. Only thirty of those who tried to reach the shore came through the waves alive. Of these Spencer saved seventeen. Nearly all the others were rescued by individual efforts of other students of the university and of Garrett. But Spencer's effort was so superlative that it overshadows the others. Among these men were William A. Spencer, James O. Cramb, John B. Calvin, George Wilson, John O. Foster, W. B. Friggell, J. C. Garrison, W. T. Harrington, Charles H. Fowler, B. D. Alden, G. R. Van Horn and Joseph H. Hartzell. Two of these, Fowler and Hartzell, were later bishops of the Methodist Episcopal Church.

Spencer's sole reward was broken health and a thwarted career. He never recovered from that day of work when he saved seventeen lives. The newspapers in both America and England gave the story some prominence. His friends and neighbors in Evanston recognized his great spirit, for he never refused one opportunity of that day. In the delirium of the illness which followed he constantly demanded: "Did I do my best?" His brother, William A. Spencer, in a pamphlet now so rare that a single copy is a treasure of the university library, sums up in a single paragraph Edward Spencer's deed:

"He put into that one day the struggle of threescore years and ten. He was compelled to give up his studies. He was compelled to give up the Christian ministry for which he was preparing. The price he paid for that day's work was the health and strength of a lifetime, but he saved seventeen human lives."

Spencer belonged to an age which took bravery and physical strength as a natural attribute of a manly man. Nearly forty years later the class of 1898 placed in the university library—it has since been moved to the gymnasium—a tablet in memory of his deed of bravery.

CHAPTER III

THE wreck of the *Lady Elgin* had led the whole North Shore to demand that some provision should be made to protect the lake-going population. The seemingly peaceful sandy shore was as treacherous as any bit of the coast of the Great Lakes. For Grosse Pointe, jutting out oddly from the shore line, lay directly in the course of lake traffic bound in or out of the port of Chicago. In foggy weather, or when the wind from the northeast raged, the soft sandy point was an active menace.

It was not until October, 1871, the month of the Great Fire in Chicago, that the North Shore people saw evidence that their hopes were to be gratified. The United States Navy, through Commodore Murray, promised to furnish a lifeboat on the understanding that Northwestern University would supply the crew from among its students. So it came to pass that while the students at Northwestern struggled to secure opportunity for athletics and gymnastic training, a practical outlet for their energies came into being.

The crew in the first years was a volunteer organization composed of members of the senior class. Among the first crew, formed in the autumn of 1871, are many well-known names: Lorin C. Collins, Jr., the famous jurist and later trustee of the university; George Lunt, son of Orrington Lunt; Edwin J. Harrison, winner of scholastic prizes; Eltinge Elmore; George Bragdon of the well-known university family; Fernando Roys, who went to Utah and became a physician; and Mathew D. Kimball, the editor.

The lifeboat was taken over by the university from the Government with some ceremony. In turn it was intrusted, formally, to the care of the members of the senior class who supplied the crew. This crew practiced diligently and struggled with their lifeboat. A paternal government had neglected to provide ways from which to launch it, and the crew were forced "to trundle it into the water by main force on rough rollers and planks." Still another misfortune overtook them. Curiosity or mere vandalism led some youthful investigator to slit the bag which helped to give buoyancy to the boat and so allowed all the cork to escape.

No occasion occurred for practical use of boat and crew for the first year or two. However, the drill and the exercise were of value to college students in the days when there was no gymnasium.

Nor did the crew altogether disdain the gentler side of life. In those primitive times it was permissible, or at least not forbidden, to use the lifeboat for social purposes. The tradition that the " 'fem sems' thought the boat a grand affair" tells its own story. The moon was as bright and the breezes as soft over Lake Michigan in the 70's as they are in the twentieth century. The transfer of the lifeboat to the incoming senior class by the graduates was made a feature of commencement week.

The arrangement was not entirely satisfactory. Sufficient material for the crew did not always exist in the senior class. Coming, as they did, to the work for the last year of college only, there was small time for improvement before they were called upon to relinquish their positions.

Finally the United States Government solved the problem with the announcement that it meant to build and equip what was called in the day "a life-preserving station."

A site on the campus was selected for the building. It was on the land now occupied by Fisk Hall. In those days the lake approached nearer Sheridan Road than it does at the present time.

The new station was ready for occupancy in October, 1876. The crew no longer was a class affair. By an arrangement between the United States Government and the university, the crew was to be composed of university students, chosen from men in the College, the Academy or in Garrett. This privilege was not secured without valiant striving on the part of the trustees. The students were regularly enrolled in the employ of the Government and were to receive $40 a month for their services with $3 in addition for each "wreck trip."

Here was a splendid opportunity for the students. For, as always has been the case at Northwestern, a large proportion of them were self-supporting. It also afforded an attractive occupation to active young men who enjoyed the exercise on the lake.

Even the captain of the crew was originally a student, E. J. Bicknell, '77 (G.B. I '79). His crew consisted of W. A. Shannon (special with '81, G.B. I. '79); M. J. Hall, who was a student in the academy (G.B. I. '80); William T. Hobart, '79, who later made so notable a record as a missionary to China, and whose bravery during the Boxer Rebellion is a matter of history; C. E. Piper ('82); and T. C. Warrington, '80 (G.B. I. '82).

During the following twenty-eight years the station had but four captains. Bicknell was followed by W. E. King and C. E. Piper, both students. It was then deemed advisable to secure as captain a man of mature years and one with active seaman's experience and judgment. Lawrence

O. Lawson received the appointment in July of 1880. Great were the fears of "town and gown" at this innovation. Here, said the wise ones, was an entering wedge between the university and the Coast Guard Station and it would not be long before the students would cease to be used on the crew. These fears proved to be groundless and Captain Lawson soon established himself in the esteem of town and university. The tall, slim form of this fine old Norseman inclosed a personality which made itself felt far beyond the immediate group of students who from year to year formed his crew. "No one," says a member of one of his old crews, "not excepting the eminent teachers in the various faculties, has had a more profound influence for good on the characters of the students who have been in any way related to him, than Captain Lawson. Denied the advantages of a technical education, he was nevertheless a great man, and as good as he was great. He was a living embodiment of the truth that the highest qualities of manhood are not inseparable from the most ardent piety, but united in a beautiful harmony.

"He was a skilled seaman, sound of judgment. Added to these qualifications he was possessed of that uncanny sixth sense that made him aware of the need of service though no warning had been given. This combination of qualities made of him a leader for the brave men under him that has resulted in a notable record in the service. He never was known to give up the most forlorn hope so long as human lives were in danger."

The crews' less spectacular duties have resulted in the rescue of many of Evanston's venturesome youth from the lake and prompt action has resuscitated those who were all but drowned. Their more notable exploits in saving drown-

ing officers and men from the wrecks of Lake boats deserve relation in some detail.

Their first effort, which has secured official record, although there were earlier wrecks, was the case of the schooner *Kate E. Howard* on the evening of May 9, 1883. The schooner had unloaded her cargo of lumber on the Davis Street Pier and had moved out into deeper water to secure anchorage. Suddenly in the early evening a violent squall, very like a cyclone, struck her and she rolled over. The disaster came so without warning that the crew were thrown into the water, clinging to the rigging; for the schooner's hull had sunk immediately and only her mast heads showed above the surface of the water. It was very dark and the crew were entirely without means of signaling. Consequently the life-saving crew knew nothing of the disaster. All but Captain Lawson. His seaman's instinct told him that something was wrong. He ordered out the surfboat and three-quarters of a mile from shore they found the despairing schooner's crew clinging to the mast.

It was not until 1885, August second, that the crew had another occasion to show their metal. A large two-masted schooner, the *Jamaica,* bound with coal from Oswego to Chicago, encountered a heavy gale and after a hard struggle, in spite of every effort went aground off Glencoe. The Government report says:

"Driven by the fury of the tempest, with all hands clinging to the rigging, the storm-torn ship, trembling and tottering at every surge, struck the beach head on. The inrushing, foaming surf at once crashed over her from stem to stern and it was feared that she would be instantly dashed to fragments.

"During the whole of this terrible night the imperiled

people clung to the shattered fabric, wet, cold and nearly exhausted, anxiously waiting for the dawn of day that light might come and bring them succor."

All this happened on a Sunday night and the scattered dwellers on the lake shore seem not to have been aware of what was going on so near their homes. It was not until Monday morning that a rumor of the disaster reached the life-saving crew. It is sufficiently arresting to realize that they had neither telegraph nor telephone communication with the world. The rumor was so vague that Captain Lawson climbed the lighthouse tower armed with his marine glass. Here he was able to make out the masts of the wrecked schooner seven miles to the northward. Securing horses, the beach apparatus, within an hour, was on the way to the rescue. It took two hours more to reach Glencoe. The shore at Glencoe is from seventy to eighty feet of precipitous bank above the lake and thickly wooded. From this height by means of a shot line on the first trial the breeches buoy was hauled on board the wreck and fastened to the mast, while the crew carried out the hawser. The first to come ashore was the mate, holding in his arms a child, the son of the captain. They had thought the child dying of exposure during the night, but had found that he was only asleep. How even the crew had lived through fifteen hours of exposure is sufficiently wonderful.

The greater part of the rescues of the life-saving crew took place in the autumn when winter gales sweep down Lake Michigan from the northeast. Another wreck occurred off Glencoe, that of the schooner *Halsted* on November 24, 1887. The high clay bluff made launching the boat all but impossible. On this occasion, Captain Lawson, who always stood in the boat to steer, was thrown over-

board by the force of the waves. He was pulled in with difficulty. Oars broke and the boat filled with water. In the face of all this the crew made two trips to the wreck and rescued ten men. All, rescued and rescuers alike, were drenched in icy water and half dead from hunger and exposure.

The autumn of the year 1889 marks the greatest opportunity that has ever come to the life-saving crew. That year, according to the United States inspector, the Evanston life-saving crew, composed of students of Northwestern University, saved more lives than all the other stations on the Great Lakes put together.

October 22, 1889, a telephone message was received at the Evanston police station, from Winnetka, given by H. H. Gage, stating that whistles for help were coming from a steamer in the lake. The police hurried to the Coast Guard Station with the news. At once the lifeboat was loaded on a wagon. It took an hour to drive to Winnetka in those days. Here was found a terrible state of affairs. Driven on shore and deluged with breakers was the steam barge, *David Ballentyn* of Cleveland, her consort and a pilot tug.

The waves were mountain high, tossed by one of the most terrible of the autumn's northeast storms. The sky was black with clouds and the lake thick with fog. No wonder the steamers had lost their course. Even the life-saving crew could see nothing and could hear little because of the noise of the wind and water.

Bonfires were built on the shore to encourage the crews on the wrecked ships. Four trips the devoted life-saving crew made to the wrecks and brought off the suffering mariners, including a two-hundred-and-forty-pound cook

and a young woman. Not content with saving fourteen lives, the crew returned next day and saved their valuables. As a reward for this service the Government built a look-out on top of the station to protect the men on watch.

A month later, November 27, the steamer *Calumet* went ashore at Highland Park. The services of the life-saving crew on that occasion were so remarkable that the whole country became interested. Gold medals were awarded to Captain Lawson and each of the crew. The Government account may be considered unbiased, and so is quoted:

"The crew of the Evanston Station (Eleventh District), Lake Michigan, rendered memorable service on the morning of this date (Thanksgiving Day) in rescuing the crew of the steamer *Calumet,* of Buffalo, New York, wrecked off Fort Sheridan, Illinois, during the prevalence of one of the fiercest blizzards known in that region in years. The achievement reflected great credit upon the boat's crew who so nobly upheld the reputation of the service. The highest praise is also due to the soldiers of the garrison at Fort Sheridan and a party of civilians, who aided in getting the surfboat down a steep bluff, opposite which the vessel lay sunk. These brave men suffered great hardship and also encountered imminent peril in helping to launch the boat after it was lowered from the bluff, and it may justly be said that without the aid thus afforded to them the station crew would have found it, under the peculiar circumstances of the situation, almost impossible to reach the wreck in season to save perhaps a single life.

"This is in no wise a disparagement of the splendid work of the surfmen, who, taking their lives in their hands, went out into the midst of that terrible storm and saved every man from the steamer. The *Calumet,* a large propeller of

over fifteen hundred tons register and comparatively new, was from Buffalo, bound to Milwaukee, Wisconsin, with a cargo of coal."

Many a story could be told of the versatility and resource of the captain and his university crew. On one occasion when the lifeboat had had a hole stove in her, the hole was mended with an oilskin coat, a few nails and laths, a piece of canvas and some barrel staves. With the boat in this condition the crew made six trips in a heavy sea and saved thirty-six lives.

Not the least heroic part of their work lay in getting boat and apparatus to the scene of the wreck. The memory of Sheridan Road in the days before the needs of the automobile made it a smooth boulevard, gives pause to the thought of dragging a heavy lifeboat on a wagon drawn by horses. On black nights after days of wind and rain, the slippery clay, the ruts and the dark ravines were almost as dangerous as the waves the men were trying to reach.

The soldiers at Fort Sheridan have done valiant service on several occasions helping to lower the boat to the lake level. Nothing has ever been recorded of the unnamed students of Northwestern who volunteered to go the long road with the boat and by main strength all but carry it to its destination.

The story of the exploits of the Evanston life-saving crew is one of the proud pages in the annals of the service.

September, 1916, Northwestern University students ceased officially to compose the life-saving crew and their places were taken by regularly enlisted men. However, students often are accepted for service during the summer months.

CHAPTER IV

Returning to the story of the University, the crowding events of the year 1860 had some effect in blinding the public mind to Spencer and his single human achievement. A month later, William H. Seward spoke in Chicago, and the university received permission to hear him. This was all but on the eve of the presidential election.

Hinman society, recruiting its membership after the loss of past year's seniors, had elected, October 3, 1860, a young junior in the scientific course, Allen W. Gray, who came from a western suburb of Chicago on the Desplaines River.

Young Gray began at once to take an active part in the debates. He had not been a member more than two or three months when he presented the name of Lincoln as an honorary member; "A. Lincoln, LLB. et Praeces Designatus," the minutes read. At the next meeting young Gray was elected president of the society. His reign was brief but stormy. Much disorder marked the meetings and at the January 31st elections we find him serving as sergeant at arms, evidently a position more suited to his talents.

Professor Noyes was the orator for the twenty-second of February this year and it should be noted that the society presented him with a gold-headed cane on the occasion. This seems to have been the one tangible recognition Noyes received for all his years of hard work. The society also proposed to print his address in pamphlet form, but "for sufficient reasons" Noyes declined this honor.

April tenth—the time was growing tense—the subject of

debate was: "The moon and planets: are these inhabited?" Three days later Sumter fell. Two more days and the battered old book records that another is elected sergeant at arms in place of Gray "gone to the wars"! Where he went, the records do not show. The new president is directed to correspond with "Mr. Gray on business known to the society." So Gray, young, ardent, debonair, disappears from the record. He did not return to college. He is not in the alumni record. He is symbolic of the youth who go quickly at the call of duty. This was the group that had soberly debated, only six months before, the resolution "that the Southern states have a right to secede."

Julia Atkins Miller, the valedictorian of the class of 1860 of the Female College, records: "You must well remember the spirit of patriotism that prevailed in Evanston when Bishop Simpson preached the sermon after the fall of Sumter." Simpson, who was destined to be the counselor of Lincoln and was perhaps the foremost orator of the war years, preached that fateful Sunday in the little wooden Methodist Church in the sparsely settled Western town. "He left his home on Hinman Avenue north of the Shumways' leading his little son, Vernon, by the hand to the little white building on Church Street, entered the pulpit, knelt in prayer and a few moments later is leading the whole congregation to such an assault on heaven for the overthrow of human bondage and the triumph of our Union arms, as no soul among us ever thought to hear from human lips. The very air seemed surcharged with the thunder and lightning of God's wrath against secession and slavery." While he prayed one girl, outraging decorum, looked up at a "face terrible to see, sublime with righteous wrath as ever was Isaiah's and ex-

pressive of communion with the Most High as one in Apocalyptic vision."

Bunting was at a premium and new flags not to be had. Professor Jones found an old one which the girls of his college mended and cleaned, and by evening "the students with enthusiasm saw it floating on the college building as they took their sunset walk."

April 23, young Mary Willard recorded in her journal: "This evening we went to a war meeting at the church. When 'The Star-Spangled Banner' was sung, as I joined in the chorus, I was half wild with enthusiasm though I stood there so quietly. Above the pulpit hung the national flag around a portrait of Washington.

"Several speeches were made and there was a call for those who were willing to come forward and sign the muster roll. Rapidly they went; young men whom we all know and esteem; students in college and theology; men who had wives and daughters looking after them with smiles on their lips; and beardless boys. Cheer after cheer went up as each one took the pen and wrote his name as a volunteer in the army that goes to save the Union.

"One young man told us that he did not join here, because, although he came last week from a distant town to enter college, he would throw books aside and return home to-morrow to go with his father and brothers to the field.

"Doctor McFarland was loudly applauded. He said that he was a Virginian, and he should start for his native state to-morrow to join with his relations, who are all loyal, in fighting for the Union. He said his mother was buried there, and he meant that no traitor should set his foot upon her grave."

All the men of the South in the university at Evanston

did not share in the sentiments of Doctor McFarland. William H. H. Raleigh, of Maryland, of the class of 1860, joined the Confederate army and became a major. He fought through the war, was present in the seven days before Richmond and the surrender at Appomattox. Another student, White, of Baltimore, could conceal neither his sentiments nor his temper. "One evening in discussion he became exasperated and cried, 'Then down with the stars and stripes and up with the palmetto!' There was a rush for him with the cry: 'To the lake with him!' But he held his pursuers at bay at the stair head, crying out 'I'm for the country when she is right!' To which Charles Fowler, later bishop, shouted back, paraphrasing Decatur: 'We're for our country right or wrong; if she's wrong, we'll right her!' The tumult quieted and White went to his room perhaps a wiser man."

With the news of the defeat of the Federal troops at Bull Run, came a more sober realization of what the war would cost. That Sunday morning the Sabbath calm was broken for the first time by the noise of trains, carrying troops to the front. Julius H. White, a leading business man, stood upon the cushion of his pew and called for a war meeting the next night. On Monday evening the whole village seemed to be assembled in the church. John Evans and Doctor Dempster, with acting President Henry L. Noyes, sat at the front with the faculty about them. Stirring patriotic airs were sung by the Ludlam family, led by the little church organ.

Julius H. White, John Beveridge and Wm. Gamble all signed the roll that night. Each was to become a general. Others of the townspeople were Edward Russell, Henry A. Pearsons, Alfred and William Bailey. Of five members of

the class of 1859, Northwestern University's first senior class, Daniel H. Kidder and E. J. Searle were lieutenant colonels; of the class of 1860, eight in number, five were officers in the Union army. Many of these men earned distinguished records. The Eighth Cavalry, the Evanston regiment, opened the Battle of Gettysburg.

The women carried on their share of the work, scraping lint, cutting bandages and assisting at the great sanitary fairs in Chicago. Money was generously subscribed for war purposes by all, from Dr. John Evans down to the humblest member of the community. From the university circle Lincoln called John Evans to be war governor of the Territory of Colorado, and Professor William P. Jones, principal of the Female College was Lincoln's appointee as consul to Amoy and later Canton, China.

Each of the succeeding four years saw more and more men leaving their classes and enlisting in the Federal army. By 1863 the college classes were greatly reduced in numbers. There were but two in the graduating class, both of whom enlisted although one was rejected by the medical examiner. The final effort in the spring of 1864 saw the organization of what was known as the University Guards, under the leadership of Captain Alphonso Linn, late tutor of Latin. The class applied to the faculty "to be excused for the remainder of the term in order to enlist under the call for troops to serve one hundred days." The faculty promptly excused those who were of age and directed the younger men to apply to their parents for the necessary permission. They divided among themselves, those who were left, the classes of Tutor Linn. There could be no speaking that year (1864) at commencement. The entire class of three had gone to the war. Twenty students had

marched away with the University Guards to lose their gallant young captain two months later.

Tutor Linn of the class of 1860, now only a name, had been a vital force in the university, both as student and teacher. Whether because of superior preparation or natural attainments, he was a leader in all the student activities. The early minutes of the Hinman Literary Society show his interest both before and after his graduation. He taught Latin and mathematics both in the university and the preparatory department and was well known in the social life of the town. His loss seems to have been more deeply felt than that of any other of the seven university men who are known to have given their lives in the Civil War.

Altogether the university records show forty-two names of graduates who served in the Civil War, of whom ten were commissioned officers and two chaplains. Considering the small size of the classes—for there had been but thirty graduates by 1864—this was a large showing. Of the faculty, in addition to Linn, Doctor Blaney had gone as surgeon in 1861. Forty-one non-graduates also served, making the university record for Civil War service eighty-three men. Many more names of students at Northwestern University doubtless belong on this roll of honor, but because they were not graduates their names do not appear in the alumni record. One member of the faculty, Alphonso C. Linn, gave his life for the cause, and seven of the alumni. Their names are: Sgt. E. A. Lyford, killed at Stone River, Tennessee; Lieut. H. G. Meachem, died at Murphysboro, Tennessee; Pvt. James Roseman, killed at Van Buren, Kansas; Pvt. E. E. Wead, died near Springfield, Illinois; Capt. C. H. Shepley; Sgt. Elmore Quinn Searle.

The siege gun from Fort Wadsworth, which is said to have seen service at Fort Sumter but now points harmlessly through the campus trees, was presented by the class of 1905 in honor of the men of the university who served in the Civil War.

CHAPTER V

THE Civil War years, cramping and blighting as they were to the educational movement of the century, gave to Northwestern University one of its dominant figures. Oliver Marcy joined the faculty in 1862 and took up the mantle Doctor Blaney had resigned for war service.

Doctor Marcy had much in common with the original members of the faculty. Of New England by birth and education, he came by way of Wilbraham Academy and Wesleyan College, Middletown, to fill the chair of natural history and physics. To Doctor Marcy's strong influence may be assigned the decided trend of student thought toward scientific lines. Many of the great physicians which Northwestern University is proud to claim among its alumni received their first impulse toward the choice of life work in the classes of Doctor Marcy.

He was for thirty-seven years professor, twenty years dean of the college of Liberal Arts, curator of the museum and twice acting president. He is commemorated in two natural objects which bear his name—an oak, "Quercus Marcyana," and a mountain, "Mount Marcy."

During his life at Northwestern he taught, at one time or another, mathematics, geology, mineralogy, zoölogy, botany, chemistry, physiology, logic and Greek. "He occupied not a chair, but a settee," a former student comments. He was forty-two when he came to the university. Of medium height, bearing himself with dignity, he seems to have been the first of the faculty to bear the scholar's

stoop. His overcoat with military cape, worn with his high gray hat, covered on Sundays and occasions of ceremony a species of full-dress suit and gave to his figure a distinction and individuality which has stamped itself upon the memory of a generation. With others of the first faculty, he was a gentleman of the old school and he carried the tradition on into a day marked by less formality of bearing among learned folk.

In 1867 Dr. David Hilton Wheeler became professor of English literature and history. Doctor Wheeler had come to the university in 1866, bringing with him a new mental atmosphere and the full power of a brilliant and experienced personality. He has been called the most gifted man who had served Northwestern University. Only thirty-eight, he had already distinguished himself not only as an educator, but in the United States consular service. He was of the first of the great foreign correspondents to American newspapers, having established a news bureau in London to serve the New York dailies. He had just returned from a seven years' residence in Italy.

Through the years of his professorship he gave to his classes the results of his "rare and varied ability," a breath of a larger world. In addition to his teaching, Professor Wheeler had charge of the college library. Under his régime the list of periodicals included the best of the great English reviews and the *Revue des Deux Mondes*. A signpost pointing to the great change imminent in university affairs is the inclusion in the list of *The Ladies' Repository*.

The library then consisted of some 35,000 volumes. In 1870, through the generosity of Luther Leland Greenleaf, an opportunity was found to purchase the library of "the late

Johann Schulze, of Berlin, Prussia," a member of the Ministry of Public Instruction. The owner had been an eminent scholar and publicist and his library was rich in the Greek and Latin classics, both texts and illustrative material. It remains the greatest single gift of books which the library has received. Many first and rare editions are found in it. The "Aldines" and the "Elzevirs" are to-day exhibited under glass.

Professor Wheeler's report to the trustees, on the arrival of the cases, is illustrative of the constant battle waged by the faculty between overwork and fine purpose. The library was everything that it was represented to be, but through carelessness in packing, it arrived in the greatest disorder. The eleven thousand and more volumes were literally arranged on the shelves by the faculty in their spare moments. The pamphlets presented an all but hopeless condition: they were nine thousand in number and uncatalogued. Doctor Wheeler and Doctor Bonbright spent a summer's vacation in restoring something like order out of chaos. Even when tied into bundles of allied subjects, they were not available for use.

The library itself was open to the use of the town as well as the university, for the Evanston Public Library was not opened until 1873. Doctor Bonbright succeeded Doctor Wheeler as librarian, and many well-known alumni have acted as assistants to him. Among them are Charles P. Wheeler, James Taft Hatfield and Lodilla Ambrose. Late in the century, a distinguished librarian, with trained assistants, was put in charge of the library. About the same time the collection was enlarged by the purchase of the Schneider Library, composed of more than two thousand books, all works of German literature.

At the present time the library again has outgrown its quarters. The heroic staff maintain a service of active co-operation with the departments in the face of lack of sufficient space for either books or readers.

CHAPTER VI

The post-war years found Northwestern University in like case with all American educational institutions. The faculty was depleted, the attendance pitifully reduced. The cost of living had increased enormously as a result of these years and the faculty, on their inadequate salaries, could no longer sustain the social leadership which had been theirs in the late 50s.

Professor Noyes had carried the university through, making, even in the face of stagnation of income, a good financial showing. Classes met and classes graduated in spite of political and economic conditions. Since the resignation of Doctor Foster, in 1860, Professor Noyes had been acting president. In addition to this burden, he had carried on his own classes and managed the business affairs of the university.

In 1867 the new stone building, now known as University Hall, was dedicated. Its accomplishment was the culmination of Professor Noyes' life effort. In this work he had been heartily supported by the other members of the faculty. Daniel Bonbright drew the first sketch of the plans. Others of the professors, acting on committees with the trustees, were sent to select lumber and limestone for the actual construction. As an index to the practical difficulties which still existed in the way of any large undertaking, Davis Street pier had to be rebuilt in order to receive the materials for building, for the greater part of them were transported by water.

It took great daring on the part of the more progressive

trustees to sanction the completion of the building, for the more cautious counseled a policy which would build one story at a time. Fortunately the former group prevailed and the building stands to-day a fine example of the type of the period.

The dedication of University Hall was made part of the installation of President Haven, September 8, 1869. A company of distinguished citizens of Chicago were invited, a special train was provided for their transportation and an elaborate dinner awaited the completion of the ceremonies. Charles H. Fowler gave the oration and a dedicatory hymn was sung, especially written for the occasion by the wife of Doctor Marcy.

The building housed not only all of the university classes, the chapel and such meager laboratories as were then used, but also the library and the Museum of Natural History.

This museum was the special care of Doctor Marcy, but its beginnings were found in the story of the first years of the university. In close accord with the method of to-day, the collection was begun with specimens of the botany and zoölogy of the immediate region. Robert Kennicott was engaged to travel through the Illinois and Wisconsin country in search of specimens. He even went to the Red River of the North on his quest. The Smithsonian Institute classified and labeled these specimens and also gave many specimens from both the United States and foreign countries to the struggling collection. However, it is to Doctor Marcy, who through the thirty-seven years of his life in Evanston gave constant labor and love to the museum, that it attained a position of importance. Many private collectors gave specimens to its care. Certain graduating classes purchased memorials, notably the skele-

ton of a whale. At the close of the Columbian Exposition, in 1893, many fine gifts were made to the museum by exhibitors.

After Doctor Marcy's death, the demand for classrooms was such that the collections were put into packing boxes for safe keeping. There they have remained for nearly twenty years.

Many of the specimens are priceless and cannot now be duplicated, such as the feather dresses and ornaments of the early American Indians. Until a suitable building is given for the purpose, this valuable collection must remain in danger of moth and decay.

In 1865 Professor Noyes showed active signs of failing health and the trustees sought to relieve him of some of his burdens. Once more they discussed candidates for the presidency. By this time even the student body felt that this state of affairs could not continue and had petitioned that a president might be secured. After some defeated effort the trustees returned to their former method and in 1868 placed the burden of administration on the shoulders of a member of the existing faculty. Under the title of "Chairman of the faculty," Professor Wheeler, in addition to his classes, carried on the executive functions of the university.

During the year of his semi-official presidency he was able to restore the breadth of plan and goal of scholarship left by Hinman. In fact, he prepared for and inaugurated that renaissance of the original university plan which marked the presidency of his successor.

The resignation of Professor Noyes marked the close of an era. The university and the town were no longer identical. Both were growing. As in a family where in infancy

the children have common interests, physical and spiritual, with growing maturity comes divergence; so with the village and the university. The success of the educational advantages offered had resulted in gratifying the hopes of the trustees, for the town grew in population and began to assume its own government.

The outlines of the permanent campus were at last defined, and the cows of the townspeople were no longer allowed to graze thereon. The original building was moved from the business street of the village to the grove at the north edge of settlement. The line of demarcation was now definitely drawn between town and gown.

The minutes of the trustees mention public improvements, made no longer at the request of the university's land agent, but by order of the village fathers.

CHAPTER VII

THE results of the Civil War were widespread. Nowhere were they more distinctly observable than in the college life and scholastic development of the United States.

The demobilization of the great armies of active young men, the large majority of whom were still under twenty-five, had great economic and social consequences to the Northwest. With the vast unoccupied territory before them, with its limitless opportunities of free land and its natural resources the tide of settlers grew apace. The canal boat and the prairie schooner had served their time. The day of the great railroad builders was at hand.

On the prairies and in the foothills of the Rockies, the new towns and villages had each an immediate need of professional service. Doctors, lawyers, ministers of the gospel saw the door of opportunity open. Before all, the schoolhouse cried for help; for, true to the American tradition, the schoolhouse followed close on the heels of the pioneer. The Civil War had thrust the schoolhouse into the hands of the women. The schoolma'am stepped out of the traditions of the past and took her place in the life of the Republic.

Chicago, the gateway to this new world, grew by leaps and bounds in size and importance. The leaders among Chicago's business and professional men were still among the trustees of Northwestern. They recognized the demand and responded with professional schools. Within eight years of the end of the war, the university had provided itself with law and medical departments, a chair of

civil engineering, and had admitted women on equal footing with the men students. Closer relations also were established with the theological school. How this was accomplished is the next step in the story of Northwestern.

Dr. Erastus Otis Haven, who accepted the presidency in 1868, belonged to the school of thought marked for Northwestern by its first president, Hinman. He, too, was a clergyman and a scholar; more than all, he had had long training and experience in educational lines, and he excelled as an administrator.

Born in Boston, in 1820, he was graduated at Wesleyan, and had spent some years in teaching in various Eastern seminaries. In 1853 he had come to the University of Michigan as professor of Latin, from which he subsequently changed to the chair of English literature, language and history. While at Ann Arbor he had known many of the Chicago group, so that his knowledge of Northwestern was early and intimate. In fact, he had been offered the presidency in 1860, but had felt impelled to decline. In 1856 he returned to Boston as the editor of *Zion's Herald*. During the next seven years he served two terms in the Massachusetts Senate. As an overseer of Harvard he still kept in touch with scholastic life, while his political career, marked by work against slavery and intemperance, kept him in the public eye. In 1863 he returned to the University of Michigan as president. At the end of five years he resigned to take a like position at Northwestern.

Doctor Haven is remembered as a man of great versatility. Gifted in diplomacy and with broad human sympathies, his administration was marked by lack of friction in the adjustment of new groups and interests with the older organization.

Frances Willard, who, because of her close connection with the university at this time, had ample opportunity for observation, remembered "that under his mild progressive sway of three years, the university made steady progress in all lines and became better known abroad than in all the years of its previous history."

President Haven, because of his eminence both as educator and administrator, sought only opportunity to supply the university with the sorely needed professional departments. He gathered up the loose threads of Hinman's original plan and proceeded anew to weave them into the university fabric.

The trustees wisely had announced with the opening of the university that for the first years they must content themselves with the development of the College of Liberal Arts. The first catalogue announced:

"As the institution is designed to be a university, at least in the full American sense of the term, with its different departments it might appear an oversight to confine our organization to a single department; viz., the College of Literature, Science and the Arts, but we judge this arrangement best adapted to the wants of the country. In the Department of Medicine the various institutions already established, particularly the Rush Medical College, will undoubtedly keep pace with the demands of the profession. For the present, at least, this precludes the necessity of such a department in the university. The Department of Law will be organized at no distant day."

The university was to wait fifteen years for the redemption of this promise.

Within a few days after his inauguration the new presi-

dent recommended a plan whereby the Chicago Medical College was united with the university. "This was then the only medical college in the United States," said Doctor Haven, "that required a three years' course of graded study, with careful and repeated examinations.

CHAPTER VIII

ANOTHER step in the development of the university came in 1869, and one that was then regarded as nothing less than revolutionary. The trustees' minutes record that on June 7th Robert F. Queal offered the resolution that "the faculty of Northwestern University be empowered and directed to admit young women to the college classes and instruction upon the same terms and conditions as young men are now received and instructed." This was received and laid on the table. During the same session Doctor Haven was elected to the presidency. Later in the day the matter of the young women was reopened and it was ordered "that so far as may be, young women be admitted to said classes at the opening of the next collegiate year."

In the matter of coeducation Northwestern again proved itself to be well in advance of the times and sensitive and awake to the demands of the march of Anglo-Saxon progress as well as to the economic demand of a changing world.

Women the world over had had increasing educational opportunities since Professor Jones opened his Northwestern Female College in 1855. In 1862 the University of Cambridge had opened local examinations to women. Vassar College had come into actual operation in 1865. None of these opportunities was coeducational. Even the opening of Girton (1872) and Newnham (1875) were far removed from the idea which developed at this time in the Middle-Western United States.

The opening of actual college classes to women on equal

terms with men had been a matter of discussion and agitation for some years. President Haven while at the University of Michigan had backed a public demand in the face of outspoken opposition on the part of faculty and students. He left Ann Arbor with his work in this direction still unfulfilled, for women were not admitted to the University of Michigan until January, 1870, a year later than at Northwestern.

In Evanston much preliminary work had already been done. Professor Jones had accustomed the minds of faculty and students as well as the townspeople to the idea of women successfully studying college subjects. Leaders among the women in the social life of the village had already formulated a plan which worked well with President Haven's wishes.

After many conferences this group of women made an arrangement with Professor Jones whereby for "the consideration of one dollar" he would turn over his charter to the woman's committee and the university. In return both agreed to "publicly recognize and incorporate the past history of the Northwestern Female College with the Evanston College for Ladies," the name of the new institution, "to acknowledge their alumnæ and accord them the same honors and privileges as to their alumnæ of subsequent classes."

The village of Evanston presented the newly chartered college with a block of land, which had originally been given by the university to the town for use as a park, "on condition that $25,000 be expended in building on this site within the next twenty-five years and that the property be used only for the purposes of a woman's college."

Evanston itself provided the woman president of the col-

lege, young Frances Willard. For the plan, as it originally went into operation, was called "The Evanston College for Young Ladies" and operated under a woman president of its own with women teachers and a Board of Trustees composed entirely of women. The promoters felt that the parents of the prospective students were not quite ready for an actual identity of courses for both boys and girls. They still demanded a boarding-school supervision for their daughters and more womanly accomplishments than the university curriculum afforded. Miss Willard herself was an early graduate of the Northwestern Female College in the class of 1859. She had had a successful career as a teacher and had already shown ability in organization, a gift with which she was to make so notable a record in later life.

A drive for funds was immediately undertaken. One of the little subscription books, the one kept by Mrs. Andrew J. Brown, still survives in the college library. A great carnival was planned. It was known as the "Woman's Fourth of July" and seems to have been a cross between a barbecue and a church bazaar. On this occasion many more subscriptions were secured. One of the features of the day was the laying of the cornerstone of what is now known as Willard Hall, a building fondly described by its originators as Americanized Italian in design.

The college opened with two hundred and thirty-six pupils, ninety-one of whom received instruction in the university and academy classes. Music, painting and something akin to household arts were given as supplementary courses. Prizes were offered for neatness and well-kept rooms, and a physician, Dr. J. B. Chess, of Chicago, presented a gold medal for excellence in deportment.

In 1870, five years after the close of the Civil War, the girl was as much of a problem to her elders as she is to-day. The circular letter sent out by the ladies' committee, to use the phraseology of the times, is addressed "To all who are interested in the girls of the Northwest"; and it says: "It is very easy to sneer at the girl of the period and to discourse of her frivolity, lack of perseverance and general shiftlessness.

"It is less easy, but not at all an impossible matter to cure her of these faults. Is not the last the more excellent, the more generous way? How can we better begin than by proving to the period's much berated girl that we set no higher value upon any member of our complex American society than upon herself, that we believe her worthy of the best we have to offer, that we regard her faults not as inherent but rather as the result of defective training, for which, not to put too fine a point on it! she is to be pitied and we are to be blamed. We believe that the common sense of the American people has arrived at this conclusion, and that a higher education of women is demanded by the spirit of the age."

"Interest in the subject," the letter continues, "will cluster around a cause which must arouse the deepest sympathy of all thoughtful women, the truest gallantry of all liberal-minded men." The letter is signed by "Mrs. General Beveridge, Mrs. Sarah H. Bradley, Mrs. Mary Bannister Willard, Emily Huntington Miller and Frances E. Willard" —all names familiar to the ears of residents of Evanston in the nineteenth century.

The new president, Miss Willard, had her own notions of discipline and a strong desire to cast off the old boarding-school bondage. Self-government, a new idea in those

days, was her plan: an honor system and rules. All of this worked very well for one year with a personality such as Miss Willard's at the helm. She had always a strong attraction for her own sex and the girls of the new college lent willing coöperation to the sentiments of her opening address.

"Here is an enterprise," said she, "the like of which was never seen, a college with women trustees and faculty, a woman president and women students. Up yonder in the grove is a first-class men's college, and to every one of its advantages we are invited on the one condition that all of us must be at all times Christian ladies. Now, girls, I place your destiny in your own hands; I confide to you mine also, for this is my own home town and my good name is more to me than life. Besides all this, and greater, the destiny of this woman's college, and, to some degree, that of the coeducation experiment, rests with you young creatures, fair and sweet. God help you to be good."

The girls were excused from the hated "caterpillar" method of attending church and came and went singly or in groups as occasion served. A still greater innovation was now proposed and successfully carried out. The young women were invited to become members of the University literary societies, Hinman, Adelphic, and in the preparatory school, Philomathean and Euphronian.

Here was a dilemma. The societies met in the evening in buildings on the present campus. The young women were still housed in the old building at Lake Street and Chicago Avenue. The presence of teachers would of course destroy the freedom and pleasure of the meeting. Miss Willard, with the backing of the president, Doctor Haven, gave the girls permission to attend these meetings,

putting them "on honor" to go and come together and allow no male escorts. The girls rose to the occasion and conducted themselves with such propriety that the town is said to have pronounced the experiment "a success."

There was great objection among the elders to the girls' taking part in the debates, and the arresting thought occurred to someone that a young woman might sometime be elected president of one of these men's societies. But students and faculty stood by this experiment and for a year all went well.

The addition of women professors to the university faculty, which had been the result of the amalgamation of the two institutions, was less successful in its inauguration. The men students disturbed the classes with practical jokes and general disorder, and were reconciled to the innovation only by the tact of Miss Willard and her associates.

At the expiration of the college year it was thought best to make the connection between the two institutions much more close. Financial losses due to the Chicago fire had greatly hampered the women's project. The trustees of the university took over The Evanston College for Young Ladies and assumed its responsibilities, among which was the completion of the Woman's Hall. Miss Willard, however, was still called president of the woman's department and the entire government of the women students remained under her control.

Doctor Haven resigned the presidency in 1872 before the woman's college was completely established. He had been elected secretary of the Board of Education of the Methodist Episcopal Church. Later he became chancellor of Syracuse University. In 1880 he was elected bishop, the second of the university's presidents to be so distinguished.

CHAPTER IX

With the advent of Charles Henry Fowler as president, in 1872, the university came under the control of a personality which differed widely from that of all of his predecessors. Doctor Fowler was without experience in the field of education. Nor did he shine as an administrator. His strength lay in his powerful intellect, brilliant wit and compelling personality. The university took pride in his marvelous feats of memory. Many a student of the period can recall his own wonder as he listened to the inaugural address. Through the faithlessness of a Chicago newspaper Doctor Fowler's speech had been printed some hours before it was delivered. Certain canny students had possessed themselves of copies. They followed the printed text as they listened through a speech lasting two hours and given without notes and to their amazement Doctor Fowler scarcely varied a word.

Like all famous preachers, he was not without mannerisms and the aspiring young clerics at Garrett were inclined to adopt what was known as the "Fowler manner" in the hope of imitating his success.

He came into close social contact with the students and was able to call them by name in a friendly way. The personal problems of the individual made a direct appeal to his interest and sympathy. He was the more successful in this rôle as he himself had been a student in Evanston in the early days of the theological school. His own experience gave him an especial insight into the problems of the

undergraduate, especially those who were working their way through college.

Doctor Fowler was born in Canada, but in 1840 his parents brought him to Illinois. As he was but three years old at the time he may be considered a product of the West. By dint of hard work he attended the seminary at Genesee, New York, and finally graduated at the little college of that name. His whole life effort had been directed toward the law, a profession in which his especial gifts would have led him far.

Quite suddenly he felt an irresistible call to the ministry. Although he struggled against it, the conviction of his call was overwhelming. He abandoned the study of law and in due time graduated at Garrett Biblical Institute. He at once became one of the most effective preachers in the Methodist Episcopal Church. At the time of his election to the presidency of Northwestern, he was considered by many the first orator in the Northwest.

He had lived constantly in the vicinity of Chicago and was well known to the trustees and to the Evanston people. His wife, a woman of much charm, added greatly to the social life of the town. Doctor Fowler had all the "push" of the rising men of the period and he led the young people under his dominion by the example of hard work and indomitable will. He was especially strong in the power of control through personality. Because he was intensely at one with his time, President Fowler forced the pace of the university to keep step with his ambitions, not for reasons of his own aggrandizement, but because of his desires for the church he so ardently loved and for its institutions, of which the university was one.

Nothing is more significant of this spirit within him than

the form of the catalogues issued during his incumbency. Scholarly restraint of expression is somewhat lacking. This spirit goes the length in some cases of giving the university more than its due, by promising more than the institution in reality could perform. These statements are only emblematic of the way of the great West. Success and expansion were in the air. A promise seemed to equal performance. Nor did the written promise seem doubtful of fulfillment.

The trustees found the finances of the university in better circumstances than they had been since its foundation and they were justified in believing that the university could look forward to a period of expansion and prosperity. The Chicago fire had not greatly affected the university's holdings, although it had all but wiped out the income of the sister institution, Garrett.

True, all the trustees had suffered financially from the disaster. More than one of this gallant band never recovered their prosperity. But true to their steadfast friendship for their institution, they did not visit their individual misfortune on the university under their control. They lived up to their promises and obligations as far as it lay within their power.

Never did Orrington Lunt show his fine metal more surely than on the day of the Great Fire. His office lay directly in the path of the flames. When it became evident that the building would soon be on fire, Orrington Lunt first took from his vault the records of Northwestern University and Garrett and drove with them to a place of safety. Only when this was accomplished did he return to save his own books and papers.

Mr. Lunt lost not only his office and the greater part of

his source of income, but his home on Michigan Avenue was burned with all it contained. As a result he removed to Evanston, to the lasting advantage of the institutions in which he took such a vital interest. Many other Chicago families who had lost their homes also moved to the university town. The Woman's Hall was filled with refugees. Before long the greater part of these new citizens recovered from their losses. Many of them decided to remain in Evanston. Consequently the university was able to sell and lease more of its residence property.

Many local improvements followed this growth of population. The need of illuminating gas for the town was agitated, and before long the trustees' minutes record that gas mains have been laid on the campus. With the introduction of gas into University Hall, it was not long before the use of kerosene lamps was strictly forbidden in the college buildings. This was in 1873.

The next year we find the trustees donating to the town land whereon to build waterworks. But it was not until 1882, that water pipes were installed in the university buildings. Open fires and coal stoves, in use in the Woman's Hall, had become a lively menace and one which constantly haunted the minds of the trustees. The dean of women and her assistants were required to patrol the halls constantly to guard against the danger to the young women students. The burning, in 1879, of Dempster Hall, which after the building of Heck Hall had been turned over to the university for use as a men's dormitory, had confirmed this fear. University Hall itself was heated by great coal stoves. The students on cold mornings used to gather around the stove in the main hall for both warmth and conversation. The chief communication between the col-

lege authorities and the literary societies referred to the careful extinction of lamps and fires.

An experiment had been made with a telegraphic connection between the university and the Woman's Hall, for telephones were still in the experimental stage. Professor Carhart may have been responsible for this innovation for he installed electric bells in the classrooms during the same year, 1874. Perhaps under the same influence a telegraphic connection from the university office was made with Chicago so that time signals could be received, and an observatory under the Department of War was established in the cupola of Old College, where two students took observations for the Weather Bureau.

The list of local improvements for the town and university did not stop with water and gas. Hitching posts were demanded to protect the trees on the campus. The horses of faculty and townspeople were justly accused of biting the bark of growing elms. At the same time the order was reiterated that the campus must not be used as a grazing place for family cows.

Expansion of the university idea was recommended by president and faculty alike. President Fowler, at the annual meeting of 1873, outlined, as a response to the demand of the times, a College of Technology, "a basis of social industries," says the minutes of the trustees, "such as mechanical engineering, metallurgy, architecture, chemical assays." In short, the president concluded, "to teach practical science as distinguished from mere culture."

In what is known as the great catalogue of 1873, which was compiled by President Fowler with the active assistance of Professor Wheeler, the case for science is expressed more

gently: "Courses for the application of science are equally honorable with the old cultural courses."

The timely endowment of the chair of physics by Allen Sisson and donations gathered by President Fowler made this effort possible. For two or three years the school was well patronized. In 1875 the College of Technology had twenty students and a faculty numbering eleven instructors. Doctor Marcy acted as dean, and Professor Carhart, the Sisson professor of physics, was associated with him.

Lyman E. Cooley, who joined the faculty in 1874, is perhaps the most eminent name connected with the experiment. The school never had sufficient funds to provide proper equipment. In the lean years which followed, the number of students decreased and in the interests of economy the effort was abandoned shortly after Doctor Fowler's resignation.

Nothing is more characteristic of Doctor Fowler's quality, push, ambition and enterprise than his effort to bring Northwestern University into line with the march of educational progress.

The world was growing smaller. Europe had become increasingly accessible with the aging century. Many of the trustees had taken foreign voyages and students and faculty had begun to study in the European universities. As a consequence of these foreign experiences they came into a better realization of what a university should offer. This experience was not peculiar to Northwestern.

The university idea, as distinguished from the college idea, had awakened throughout the country. Doctor Fowler determined that his university should not be behind in the movement. The catalogues during his presidency

show how greatly this university idea had developed. The catalogue of 1875 shows eight so-called colleges under the university jurisdiction.

They are enumerated as:

College of Literature and Science, Daniel Bonbright, Dean.
College of Technology, O. Marcy, Dean.
Woman's College of Literature and Art, Ellen M. Soulé, Dean.
College of Theology (Garrett Biblical Institute), Reverend H. Bannister, Senior Professor.
College of Law, Honorable Judge Henry Booth, Dean.
College of Medicine, N. S. Davis, Dean.
Preparatory School, H. F. Fisk, Principal.
Conservatory of Music, Oscar Mayo, Director.

The catalogue of 1875 claims an attendance of over one thousand students for the preceding year, but Oliver Marcy, with scientific accuracy, reduced the total to an actual seven hundred and forty-three in all departments of the university. The students in Garrett had been included in the original figure, and the girls attending classes in the woman's building, but not really in university classes.

It is significant, however, that a far smaller proportion of the students intended to enter the ministry.

Seventy is the number mentioned for faculty and instructors. Students must now be fifteen years old to be admitted.

The changing vision of educational requirements called attention to the "course in modern languages, especially adapted for the culture of those whose tastes or convictions prevent their mastering the ancient classics." "It is hoped," the catalogue continues, "that the faithful student will be qualified for foreign travel or residence and for

original research in the principal foreign languages." Here was a step, indeed, when the possibility of European travel and study seemed to be a not unattainable contingency of the student's future.

The president's own hand is seen in the list of advantages:

"Unsurpassed appliances to polish the rough diamonds unappreciated elsewhere throughout the Northwest; incentives to arouse the ambitious and worthy; and aids by which poor boys make their way; freedom from temptations of a great city; freedom from saloons, freedom from prejudice on account of sex."

Doctor Fowler's effort to substantiate the last phrase of this public statement resulted in the least successful incident of his career as president.

The resignation of President Haven had been a blow to the whole university establishment. It was nowhere more bitterly felt than by the young experiment in coeducation. Haven had the success of the venture at heart. He was a man famous for his diplomatic talents. More than all, he was trained by taste and experience in the administration of coeducational institutions.

Doctor Fowler maintained that the young women should be governed directly by the president of the university. With inexorable logic he demanded that there should be absolute equality of the sexes. The young women were to live where they pleased and be governed only by such rules as applied to all students. Miss Willard and the women trustees objected that such freedom was, to say the least, inexpedient. The discussion between the two groups grew in bitterness and came to a deadlock. More than this, President Fowler and the young woman president of The

Evanston College for Young Ladies were further handicapped by the general belief that in their own student days they had been engaged to be married. Incompatibility of mind and temperament had separated them ten years before. The same disqualification hampered and prevented them from carrying out the coeducational experiment successfully under the original plan. The men students supported their president. The Chicago newspapers entered into the discussion. Miss Willard, rightly considered a leader if not a pioneer in the cause of the emancipation of woman, found herself figuring as an ultra-conservative in the movement. The public press represented her, indeed, as an obstructionist to the cause of female education.

The result was inevitable. After months of ineffectual struggle to harmonize wholly divergent theories of student government, Miss Willard resigned as president of The Evanston College for Young Ladies.

The townspeople very generally sympathized deeply with Miss Willard during this controversy and echoes of its violence may be sometimes heard after the lapse of fifty years.

The trustees, however, stoutly supported President Fowler's authority. The committee on women students greatly modified many of his rulings after Miss Willard's resignation. The next year, the women students became more closely affiliated with the university under a dean of women.

Miss Willard's successors, Ellen Soulé and Jean Bancroft, somewhat restricted the perfect freedom of the women students. Both deans had been educated in the East where methods used in the education of women were more conservative. Miss Bancroft was a graduate of Troy Seminary and was trained in the theories and experience of

Madam Emma Willard. Under the jurisdiction of these two deans the young women organized their own college societies and had their own special lectures in the parlors of the Woman's Hall.

The coeducational experiment at Northwestern and throughout the West proved successful, but it was frowned upon in the Eastern States where separate colleges for women have held the ascendancy. As late as 1879, when President Barnard raised the question of admitting women to Columbia, it was considered a "brave utterance," for the East was at that time "thundering against the inexplicable development of collegiate coeducation west of the Allegheny mountains."

CHAPTER X

At the annual meeting of 1873, Doctor Marcy when making his annual report of the museum, of which he and the university were so justly proud, concluded his remarks with a plea truly remarkable from a man of science:

"In the department of art we have nothing; the university sadly needs a few works of purest taste, in sculpture and painting, to give the student a standard of criticism by which he shall be able to enjoy the excellencies of art and detect the shams that are perpetrated in its name."

A year or two later there was a flourishing art school, but the lack of standards of pure taste, mentioned by Doctor Marcy, are still sadly lacking.

A bit of flexibility had unconsciously crept into the college curriculum. As early as 1872, *Northwestern* and *Tripod* had pointed to the growth of the elective system in Eastern colleges. President Haven had made a tentative move in this direction. Now the catalogue definitely announces that elective studies will be taught to sections of five or more.

Provisions for graduate study began to be considered. From the first year of the university's existence, the need of advanced study was recognized. The catalogue of 1856 adds to the undergraduate course the paragraph, "In continuation of the above there will also be a course of university lectures proper to meet the wants of those students who may desire to extend their studies beyond the regular graduating course."

The catalogue of 1860 makes mention of the Master's

degree offered to graduates of three years' standing on the condition, universally current at that time, namely, "the maintenance of good moral standing." Curiously enough the M.Ph. is not mentioned as a possibility, although B.Ph. is granted. The fee, at this period, for the Master's degree was five dollars.

As the first degree of Doctor of Philosophy granted in America is dated 1860, Northwestern University was not in any sense behind the times.

Provision for resident graduate study was first made in 1869 when it was announced that "students who have completed their course of study can remain, as resident graduates, and complete any other course and receive the appropriate degree. Graduates of other colleges can have the same privilege." The "other courses" here referred to are evidently the courses in civil engineering and in sciences which were then offered in addition to the course in arts.

The degree of Master of Arts was offered together with the new Master of Science in the same year.

No doubt interest in graduate work was greatly stimulated by the opening of Johns Hopkins University.

Doctor Fowler made every effort to keep Northwestern University in line with other institutions. In this he was ably supported by Doctor Bonbright and others of the faculty. By 1874, in addition to "good moral character" the candidate for the Master's degree must "furnish satisfactory proof of having pursued professional or other advanced studies."

The effort culminated in 1875 when the degree of Doctor of Philosophy was offered. It proved to be a sporadic effort although it marks the high point of Doctor Fowler's administration. The earnest hope of the faculty was

doomed to further disappointment. The financial difficulties fast enveloping the university made it impossible to continue to offer graduate work. The degree of Ph.D. was not again offered until eighteen years had elapsed.

The spirit of the 70s marked an advance in educational requirements all along the line. The need for better and more advanced preparation for collegiate study had always been felt at Northwestern University.

Still the influence of President Hinman and of the faculty he had selected continued to stress mightily on the university theme. They were fearful of descending in the academic scale and sinking into a seminary or preparatory school. Their plan had been launched on a high plane and the resolve of faculty and trustees alike was to keep it so. With this they reiterated the assertion, "It is to be the university of the entire West; no preparatory department is ever to be connected with it; it is in no sense an elementary school."

Still it must have oppressed the faculty to wrestle with even their ten first students, many so obviously unprepared for university work. Reluctantly, they were forced to provide for this deficiency.

The trustees at their meeting, May 23, 1857, made two recommendations, neither of which the financial crisis of the coming years would permit of accomplishment: one to increase the salaries of the professors to $2000, and the other to establish a preparatory school.

The school was such a crying need that in September of the same year Evanston Male Academy was opened with Warren E. Richmond as principal. Although it was an entirely separate institution, it held classes in the university building and was to some extent under faculty guidance.

Two years later the trustees recognized the need, and they also saw that the preparatory school would be a source of income as well as a means of satisfying the claims of the scholarship holders. In consequence they made the preparatory department a part of the university establishment. Its principals and teachers changed from year to year. Often a college professor governed the school, sometimes a student in the theological school. Among the principals were Warren Taplin, Nathan H. Axtell and Louis Kistler.

In 1875 President Fowler provided for the university one of its greatest assets when he chose Dr. Herbert F. Fisk as principal of the Academy. From henceforth the quality of preparation was greatly improved and the school became the foremost preparatory institution in the Mississippi Valley.

So popular was it, that for a number of years the Academy students outnumbered those in the university. Its connection with the College of Liberal Arts and with Garrett was close and intimate. The faculties of all three institutions were more or less interchangeable.

Doctor Fowler did not end his effort for better preparation with the strengthening of the Academy. He stimulated the seminaries at Aurora, Mt. Morris, Elgin and Onarga, which had always been feeders to Northwestern.

In 1873 he took a further step in a circular letter to the principals of the high schools of the state of Illinois. It was the university's first effort toward what is so well known now as the system of accredited schools.

Altogether President Fowler's administration was as successful as even his own spirit of driving energy could demand. During his brief term of four years he had a notable list of improvements to show. In fact, the great

increase of students and faculty made the institution a bit topheavy. Its demands were greater than the meager endowment could supply.

In May, 1876, Doctor Fowler resigned to accept the editorship of the *New York Christian Advocate,* the most notable position of the kind in the gift of the Church and one which led naturally to the episcopacy to which he was elected in due time. He thus became the third bishop chosen from Northwestern University presidents.

The honor has been great but the effect of constant change of presidents has not been without its seamy side.

"Our presidents have held office less than four years each. At Yale College the aggregate of three successive presidencies is seventy-six years, or more than a quarter of a century each." So wrote Doctor Marcy in his report of 1877. He continued his comments two years later in this wise. "The public sentiment in our church is wrong in this matter. It places any General Conference appointment superior to the presidency of any of our colleges. The *college cannot rise higher than the man who is kept at its head.*"

BOOK III

THE VOICE OF THE STUDENTS

CHAPTER I

It is during Doctor Fowler's presidency that we first hear the voice of the student body. We have seen their petition of 1867 to the trustees begging for a president. Now they even ventured to ask for the removal of a member of the faculty. The increasing number of students, for they numbered more than eight hundred after 1872, and the tendency of the American spirit of the later nineteenth century aided this development. Reverence for age and authority began to weaken. The dawn of the "Age of Youth" had begun.

The students were not without literary interests for copies of Dickens' and Scott's novels in the college library were in need of rebinding in the winter of 1879. So, too, was Hallam's "Middle Ages." In the current magazines Henry James' "Confidence," and Cable's "Old Creole Days" were appearing serially where, too, Frances Hodgson Burnett and H. H. Boyesen were popular contributors. Miss Elizabeth Hunt discussed in her popular lectures the relative merits of George Eliot and Bulwer Lytton.

Not all the students' interest lay in literary pursuits. A gun club organized in 1877 flourished for several years. The more daring youth essayed the high-wheel bicycle and the seniors betrayed themselves to the scornful laughter of underclass men as they rode precariously about the village streets, wearing the historic "black plug."

During hours of relaxation they frequented the ice-cream parlor, where pyramids of cream, tasting strongly of corn-

starch, formed the unwitting precursor of the modern and sophisticated sundae and banana split.

Excursions on Lake Michigan in the little steamer *Bret Harte* were the fashion for class parties as well as the "Peanut Picnic," where a bushel of peanuts accompanied strawberries and ice cream as refreshments.

The first Class Day entertainment had taken place in 1869. All that remains of the program is the fact that it was printed in Latin. The following year German was the language used, all of which is evidence that the struggle between the classic and the modern language was waging hotly. In 1878 an effort was made to replace the Class Day celebration with a reception given at Doctor Marcy's home. But before many years the Class Day program was resumed.

Young people belonging to Evanston families very generally attended the university during the 70s and 80s. These young people naturally entertained their fellow students in their homes, so the traditional policy of the founders was continued and the best of social opportunities were offered to the student body.

Costume parties became popular especially after the Centennial Exposition. The powdered hair of colonial beaux and belles vied in popularity with Mrs. Jarley's Wax Works and Dickens evenings. An occasional dance was given in the parlors of the Woman's Hall, now redecorated through the generosity of a visiting lecturer. One progressive group proposed to give a performance of "Pinafore," then in the first flush of its fame. But the generality contented themselves with sleigh rides and candy pulls.

Another student activity which speaks for the ambitions of the young men is preserved in the ten bound volumes of

the *Tripod* and three of the *Videtie*. These modest publications, appearing semi-monthly, put before the reader more vividly than can any official record, the life and thoughts of the young men and women in the years extending from 1871 through 1880.

The students are grown lighthearted with the succeeding years. Learning is less wonderful and mysterious than it was to the sons of the pioneers. They are wrapped in the homely comfort of the years in which they lived. Education now came with less struggle, even though at least a third of the students earned the money for their own expenses. A great content, a provincial air of deep satisfaction are characteristics.

The classic age was somewhat dimmed. Science now had equal standing with the traditional academic course.

The young men began to take a great interest in their own physical development. For a number of years past they had agitated their desire for a gymnasium. Finally, in 1875, they organized a kind of stock company and secured permission to build a gymnasium of their own. The old brick building which still stands next north of Old College was the result. Much despised for its homely appearance by succeeding generations, in 1876 it was a source of great pride to the students, for it had been built almost wholly through their own efforts. The equipment was good for the time, but the students could not raise sufficient funds for maintenance, and it fell into a sad state of decay.

It was hoped that the trustees would take over the building and repair it, but this did not happen until 1882 when it delighted the students on their return from the summer vacation, in the guise of a "fine-looking brick structure, a thing of beauty and a joy forever." It remained in spite

of hopes deferred the sole place for indoor gynasium work until the building of the great Patten Gymnasium in 1909.

The students continued to take an intelligent interest in their own welfare, in spite of the failure of their gymnasium. The *Tripod* in 1879 called the attention of the university authorities to the poor physique displayed by the honor students. Editorially, the publication pointed to the example of the Eastern colleges where exercise in gymnasium had been made compulsory.

Commencement of the same year introduced field-day sports as a feature of the day's entertainment. These sports were held in the meadow at the north of the lower campus where Lunt Library now stands. The innovation was pronounced a great success, although tub and scull races had to be abandoned because of the white caps on the lake. The *Tripod* suggested that "pewter mugs be offered as prizes as in other colleges."

Many efforts were made in these early years to develop aquatics, but Lake Michigan does not lend itself to this sport and after a year or two it was reluctantly abandoned. Since the building of the Patten Gymnasium, Northwestern has excelled in this form of sport.

The young women of the university, not to be outdone by their fellow students, organized an archery club and might be observed on fair days indulging in this graceful exercise before the interested eyes of the young men perched on the neighboring fences.

More fundamental and revolutionary was the course of lectures on hygiene given at the Woman's Hall, in the autumn of 1879, by Dr. Sarah Hackett Stevenson. The young women with their long, tightly laced waists, bustled skirts and waterfalls, looking as nearly as possible like the

illustrations of Du Maurier, listened attentively. Many of the townswomen, who took a deep interest in the movement, joined them. The result was a gymnastic class for women. Their interest further was stimulated by a lecture given by Mrs. Mary E. Livermore in February of 1880, entitled, "What shall we do with our daughters?" She, too, arraigned the dress of the day, the tightly laced waist, the dragging trains and high-heel shoes. With strict impartiality this popular lecturer chose for the subject of her next appearance in Evanston, "The Coming Man."

The recent Centennial Exhibition "showed clearly the inferiority of American woman's industry to that of foreigners," declaimed Mrs. Livermore. But there was little in the university to help these girls. Aside from the college courses only the ladylike accomplishments of music and painting were available.

The class of 1879 presented the clock and the juniors contributed the bell. These efforts, large for the means available among these young men and women, encouraged the students to take further interest in the campus. To the sorrow of the older residents the old forest oaks were dying. Elms had been planted to take their place, but little other care could be expected from the trustees who were in the throes of the "tax case." The students appealed to the townspeople, pointing to Dartmouth where the campus, the pride of the town, was kept in order without cost to the college through a plan whereby the students furnished the labor and the townspeople the teaming and materials. Little came of this appeal.

The authorities still depended on sun and moon for illumination outside of the college buildings. "There is now no lamp in the campus anywhere between the main stile

and Heck Hall," roared the indignant *Tripod's* editor. But darkness remained, in spite of student protest, for many a year to come.

In their own realm the young men greatly enlarged the activities of student life. Through exchanges with other college papers, the *Tripod* and the *Vidette* kept alert to what was being done in other colleges.

They published a college song book for which George F. Root wrote an air, demanded a glee club and a chapel choir, and began to consider the advantages of the Y. M. C. A.

The question of college colors occupied much thought. A joint committee, meeting at James H. Raymond's home, balanced the esthetic effects of black or purple combined with gold. After much discussion the latter combination won.

The university was at this time, 1877 to 1882, in the throes of the great tax case, and its resources were limited to a startling degree. A new president was not to be considered. No repairs or improvements could be entered upon while the university was uncertain as to its resources.

In this state of affairs the trustees perhaps were justified in again allowing an interregnum by placing the work of the president in the hands of Dr. Oliver Marcy.

The professors who remained at their posts during the succeeding five years have left as heroic a record as have any group of men in the story of Northwestern. The salaries were reduced, and then fell into arrears. In spite of their reduced incomes the faculty added to their own courses those that were needed to maintain the college standard. Dr. Miner Raymond, of Garrett, came to the rescue, and, without compensation, volunteered to teach metaphysics, ethics and Christian Evidences.

Doctor Marcy's annual report of 1877 sadly records: "To the faculty that remained was given the task of maintaining, with its reduced means, the character of the institution for good instruction. This was hardly possible. To place logic in the hands of the professor of natural history, and rhetoric in the hands of the professor of engineering, and have the work well done, could not reasonably be expected."

However, they did maintain the reputation of the institution in the main branches. "We have faith in the university," the faculty recorded through Doctor Marcy. Their faith and works have been amply justified. Under the kindly and intelligent rule of Doctor Marcy the university weathered these five lean years.

CHAPTER II

THE reader of the yellowing sheets of *Vidette* and *Tripod* cannot but be struck with the prominence given to oratorical and declamation contests. It is none the less interesting because the tendency was nationwide and is equally apparent in the story of other colleges.

If the list of subjects chosen for oration and debate is something of an index to the interests of the student mind, these young people held themselves singularly remote from the events of the world at large. This attitude was perhaps unconsciously fostered by the scholastic authorities. Not a single daily newspaper was kept on file in the college library. The curious student who did not buy his own—and the news cost five cents in those archaic days—was obliged to visit Garrett Library, where a single newspaper was available, in order to learn of the happenings of the world outside the village horizon.

Among the few timely subjects recorded among titles of student essays are "The Negro in America," and "The Effects of International Commerce," both given at commencements of the preparatory school. An Adelphic program records a discussion of Mormonism apropos of the question of admission of the territory of Utah to the Union.

The place of science in the college curriculum occasionally was discussed and the right of students to vote in Evanston was a perennial source of differing views.

The two literary societies, Hinman and Adelphic, led in the work of debates. Their preëminence since the opening of the university had never been questioned. During

their early years their members had represented the best of the college social life, when tastes were simple and appointments meager. With the 70s college clubs increased in number, but the prestige attained by oratory and debate at this period gave the older societies a new lease on life, and they had the added strength of being well-established institutions of recognized position.

Inter-society debates and friendly contests had always taken place in Evanston, and until 1873 literary contests were confined to the Northwestern's own student body.

The townspeople greatly enjoyed these manifestations of culture and crowded the Methodist Church to hear the young men and women declaim Daniel Webster's speeches, "Spartacus to the Gladiators," "The Burial March of Dundee," and the "Rhyme of the Duchess May."

Nor was the Methodist Church the only scene of these occasions. The Baptist and Congregational Churches were often pressed into the service.

The university had nothing in the way of an assembly hall aside from the room used as a college chapel and this had but a limited seating capacity. Neither had the town anything better to offer, so the hospitality of the churches met a very vital need.

Debates and essay writing contests were only less popular. The list of victors shows the names of men successful still in contests of a sterner school. So great was the pleasure of the townspeople in these exhibitions that their gifts to the university took the form of prizes to the victors on these occasions. As early as 1869, Dr. L. P. Hamline had offered the prize of twenty-five dollars for the "best written and pronounced essay." It was won in that year by James H. Raymond. William L. Lunt followed with a prize for

the best treatise on a philosophical subject written by a member of the senior class. This was won in 1870 by Amos W. Patten, his subject being "The Greek Drama." The juniors and sophomores contended for a prize of like sum, given by the Rev. C. E. Mandeville for excellence in declamation. The freshmen also had a declamation prize of twenty dollars given by Mr. John H. Kedzie. Among other prizes offered was one by Harvey B. Hurd won in 1871 by Charles W. Pearson, so well remembered for his work as professor of literature.

The young women were not forgotten. In addition to the privilege of competing for the regular class prizes, the young women's literary society, Ossoli, had a prize all its own, given by Mrs. Simeon Farwell. It consisted of fifty dollars, offered for the best English essay. This prize continued until 1889 when Ossoli ceased to exist.

Other prizes of varying amounts offered for all kinds of scholastic attainments have been given by Edwin Haskin, the Rev. W. H. Burns, James H. Raymond, Isaac E. Adams, Dr. C. H. Mauri, L. D. Norton, Charles B. Congdon, J. C. Shaffer, C. B. Cleveland, George M. Sargent, E. A. Gage, Lyman J. Gage, Mrs. William B. Phillips, Norman W. Harris, Carrie Scott Cushing, David B. Dewey, Robert K. Nisbett, James A. Patten, Charles F. Boynton. The donors of the prizes and the conditions of the contests varied greatly from year to year. Several of them are still offered.

To those who know Evanston this list speaks of the line of generous citizens who during the past fifty years have lived in the university town. Their interest in many cases has been marked by larger gifts in other directions, but these prizes have in a measure been a symbol of their

personal sympathy with the individual student and his scholastic attainments.

The considerable sums of money to be won in these contests was not to be ignored in an institution where at least one-third of the students were self-supporting.

The two most important and valuable prizes were given by Mrs. William Deering and Mrs. James S. Kirk.

The spring term was made lively first by a competition of essay writers for the Deering prize. From successful entrants the group was chosen for the crowning social occasion of the college year. The Kirk oratorical contest was first known as the Blanchard, and then as the Easter prize. This occasion came to be the chief event of commencement week. The Methodist Church was crowded with a gay audience of townspeople, the university world with the visiting parents and friends.

Heated discussion of the chances of favorite candidates for the Kirk prize and criticism of the judges' verdict occupied the conversation of all circles of local society. The contestants were always students of high attainment and it was usually won by those of conspicuous ability.

Nor were the wealthier townspeople alone in their desire to serve the students in this line. One of the local merchants, George Dunoon, gave a twenty-five-dollar prize, through many seasons, to Adelphic Literary Society for the "best written and pronounced essay."

It was but a step from these local occasions to contests in debate and oratory with the literary societies of the neighboring Chicago University, where for several years these occasions were most informal and without judges or awards.

During the winter of 1874 great activity in the matter of intercollegiate contests developed among both Eastern and Western colleges. Northwestern was keenly alive to this opportunity to win fame both for the individual student and for the university.

The *Tripod* in an earnest editorial stated that, "The subject of intercollegiate contests begins to awaken the interest it well deserves. The college press is agitating it. Eastern colleges have gone so far as to hold a convention in Hartford to discuss the feasibility, while in the West arrangements have been already made for a contest in oratory at Galesburg."

Northwestern, although it had not been able to send a delegate to Hartford and had been obliged to wait a year before it could be officially included in the Eastern group, did succeed in being represented in the Western group. This was known as the Intercollegiate Oratorical League and was composed of Northwestern, Chicago (original), Knox, Monmouth, Illinois Industrial college and Shurtleff. The students elected their own candidate to represent them. At the first contest, which took place in November, 1874, James Frank Stout represented Northwestern and won the second prize of fifty dollars. His oration was entitled "The American Statesman." The next year the contest took place at Jacksonville and W. S. Matthew, a famous prize winner at the home university, failed to secure a prize.

In the autumn of 1876 the contest took place in Evanston in the Methodist Church, where, on the first ballot of the judges, Frank M. Bristol tied with Arthur W. Little of Knox for second prize. Little, however, won on the second ballot. The last of these Western contests in which Northwestern took part occurred at Monmouth in October, 1878.

George E. Ackerman of Northwestern won second prize. His subject was "The Power of Unfettered Thought."

All these representatives became ministers and successful ones. Frank Bristol was perhaps the most famous and ultimately became a Methodist bishop.

The Eastern group, composed of Cornell, Hamilton, Princeton, Williams, Lafayette, University of New York, College of the City of New York and Rutgers, was joined by Northwestern in 1876. It was a daring step for it was the only member west of the Alleghenies. Events, however, amply justified the effort. The Eastern league was more ambitious and called themselves the Intercollegiate Literary Association of the United States. The contests were not only oratorical—prizes were offered in mathematics, Latin, Greek, mental science and essay writing.

The contests were of the highest order, as a list of the judges amply shows. In 1876 they were William Cullen Bryant, George W. Curtis and Whitelaw Reid. Frank M. Bristol represented Northwestern in oratory and, though he did not win a prize, he proved to the association that Northwestern was justified in joining with Eastern colleges. Frank A. Hillis entered the essay contest for Northwestern and tied for first place. His subject was timely, "The Advantages and Disadvantages of Universal Suffrage in the United States."

Next year Frank H. Scott, now the well-known Chicago attorney, delivered an oration on "Time, the Judge," while F. M. Taylor won first prize with his essay, "The Position of Hawthorne in Literature." Mr. Taylor added further laurels to his alma mater by also winning second prize for mental science.

In 1879 Conrad Haney acted as Northwestern's oratori-

cal representative, and Miss Elizabeth R. Hunt won second prize with an essay. William H. Harris also competed.

This was the last meeting of the association. The expense was too great for undergraduates to bear and outside interest had not been sufficient to bring in large subscriptions.

Northwestern took part in all but the first contest and maintained her own with credit. The trustees of the league voiced the feeling of the group when they spoke in their final published report of "that courageous far-off university of the Northwest, whose success in winning prizes has been marked and is to be praised."

Neither the university nor the town of Evanston was dependent alone on home talent for entertainment. From the outer world came popular lecturers, Henry Ward Beecher, Joseph Cook, Will Carleton, Theodore Tilton, Judge Albion Tourjee, Chaplain McCabe and Carl Schurz, David Swing, Thomas Wentworth Higginson and George Riddle. The lecture entitled, "What I Saw in London," allowed John B. Gough to arraign the fashions of the hour. "No woman can wear the headgear we often see in these fashionable times," he exclaimed, "and repeat the Second Commandment without a sting of conscience," and "There," reports the *Vidette*, "just in front of him sat twelve of the toniest college girls decked with those flashing bonnets."

The faculty, overworked as they were, found time to give popular lectures. Professor Cumnock delighted old and young with his readings. Doctor Marcy rejoiced that the perfecting of photography made the magic lantern available for instruction.

Professor Carhart introduced the town and students to the projected wonders of electric light, the telephone and

the phonograph. One great night—it was March 3, 1877—Professor Gray explained to a wondering audience the mysteries of the musical telephone, and music played in Chicago was heard by the Evanstonians transmitted to them over a single wire.

CHAPTER III

An entering wedge in the changing times came with the advent of college athletics.

The students of the 50s and 60s did not play games. They had found sufficient exercise in chopping wood to feed the town's fires or in the long walks through the woods and along the lake shore in which the young then delighted. Expeditions for duck shooting were still possible within walking distance of town and for many years this form of sport satisfied the more energetic spirits.

The national game of baseball came into being at the close of the Civil War. By 1866 in the summer evenings, the more progressive students at Northwestern were playing a species of "three old cat" in a meadow on Hinman Avenue near the Old College building, which at that date still stood on the corner of Davis Street.

In 1868 or 1869, no one quite remembers which, the first university baseball team was organized. It did not bear the name of Northwestern University, but was called "La Purissimas," "because," says an alumnus of the period, "they were the finest bunch of ball tossers in any part of the farming country adjacent to Chicago." Games were played with local teams all the way from Ravenswood to Glencoe. "La Purissimas" was triumphant and won every game.

The next year, interest in the game had increased to such an extent that it was possible to find material for several full nines within the university.

By 1871 a recognized Northwestern University baseball

team played with a number of Chicago teams and the records show but one game lost. Lorin C. Collins, Jr., a junior, proved to be their star pitcher. In later years he was only less eminent as speaker of the Illinois House of Representatives and judge of the Circuit Court of Cook County. The story of the games of the earlier years belongs to the age of myths. The first Northwestern game with an authentic record was played against the Prairies, May 20, 1871. The score was 24 to 13 in favor of Northwestern. Other members of this winning team were: Kimball, '82, catcher; Langworthy, '70, shortstop; Drake, '74, third base; Lunt, '72, second; Gaines '73, first, and Cooper, '73, Elmore, '73, and Beatty, '74, fielders.

Curiously enough, the Woman's Educational Association of Chicago gave the first stimulus to intercollegiate baseball in the Northwest. These ladies offered a silver ball to the winning college team. The prize was open to any college desiring to compete. The holder was obliged to meet all comers, but could hold the silver ball until beaten. The offer was first made in the summer of 1871. Northwestern entered into the competition the following spring. Racine college secured the silver ball and was called the champion of the Northwest.

The hope of championship greatly stimulated interest in the game at Northwestern. Class nines were organized in the College of Liberal Arts and championship of the college secured by the juniors. But it was not until 1874 that another opportunity came for intercollegiate games. In that year Northwestern met the team of the University of Chicago for the first time and suffered defeat. However, a week later they retrieved themselves and also won a third game. This brought them again to face the invincible team

from Racine and again without success. Next year, 1875, Chicago University won the championship from Racine in the spring game. In those days baseball was played both fall and spring. In the autumn term Northwestern challenged Chicago, and, after defeating them in two successive games, carried off the silver ball and the championship of the Northwest.

This was Northwestern's first intercollegiate championship team. It consisted of Robinson, '75, shortstop; Scott, '74, pitcher; Knappen, '77, first base; Wheeler, '76, left field; Kinman, '78, third base; Evans, '77, second base; Connel, '76, right field; Partie, ex-'78, catcher; Casseday, '77, center field.

There was some question as to Partie's eligibility, but, this being finally conceded, the coveted silver ball was deposited in the University Book Store "where it can be seen day and night." Muir, the proprietor of the store, was the constant friend of baseball.

The College Baseball Association of the Northwest was the natural outcome of these contests. It was organized in April, 1876. Charles P. Wheeler of Northwestern was secretary. All regularly incorporated colleges were eligible. "It was agreed that the championship season should commence May 1st and end 15th of November and that no games should be played in vacation. Two games should constitute a series, and in case of a tie, a third game should be played. Each college might play but one series with any other college during the season. The winner of these games should be champion of the Northwest and should get the silver ball. It was further agreed that members of the college nines might be chosen from all the students in the regular course prescribed by the college catalogue, and from

students in the medical, theological and law departments of the college, from preparatory schools and departments directly under the college government."

This agreement was early amended to permit tutors to play on the teams.

In the spring of 1876, although Northwestern had defeated the famous White Stockings of Chicago, with a score of 9 to 0, they lost the championship to Chicago University.

The Evanston townspeople loyally stood by their university's team. George Muir, whose University Book Store was the meeting place of baseball enthusiasts, offered a rosewood baseball bat mounted in silver to that member of the university nine making the highest number of base hits during the season. It was proudly won on a batting average of .320 by a son of a former president of the university and was preserved for many years as the only college prize won by this particular student.

The record of 1877 shows Northwestern winning from Lake Forest, tying with Chicago but losing to Racine, who thus again became champion.

It was not until the spring of 1878 that the university nine wore uniform suits. They were made of white flannel, with brown stripes on the trousers and the letters "N. W. U." on a shield. The costume was completed with "Chicago Club" caps trimmed in brown. Funds for these suits were difficult to secure.

The record shows that half of them were presented through the generosity of Mr. Halstrom the tailor, who shared Mr. Muir's enthusiasm for baseball and the university. The gift of these suits was a great boon to the nine and probably made quite as much of a stir among the students as the prizes for oratory and scholarship.

In the spring of 1879 occurred the first town celebration given to a victorious team. The university nine had beaten the champions of Racine with a score of 12 to 10. When the train from the north pulled in to the Davis Street Station at seven o'clock of a May evening it was met by an enthusiastic crowd of townspeople and students. A drum corps hailed the victors. Soon the quiet streets of the little village were awakened with the noise of a parade, the first in its history.

The next week, Chicago went down to defeat. The game was played in a marshy field near Thirty-fourth Street and Cottage Grove Avenue. The *Tripod* commented on the condition of the ground and further complained that "the game was frequently interrupted by cows and innocent-looking females strolling leisurely through the field." This seems a bit supercilious in an age when the umpires were spoken of as "three gentlemen."

At the end of the season, Racine and Northwestern were found to be tied on the number of games won and lost. However, Racine, strong in possession of the silver ball, refused to play Northwestern. The next spring, 1880, Northwestern defeated Racine in two succeeding games, but the executive committee of the league declared these games forfeited on technicalities, and further ruled that Northwestern had played an ineligible person. The charge was not proved, but the league immediately went to pieces.

This was the last game ever played for the silver ball, which presumably is still in the possession of Racine College.

In spite of the lack of a league, baseball flourished even more ardently and class and school nines kept up a lively list of games.

A new league composed of Michigan, Wisconsin, Northwestern and Racine, opened the season of 1882 and Michigan secured the championship. In 1883 the Western College Baseball Association was formed. Michigan withdrew because professionals were excluded, and Beloit took the vacant place.

During the 80s Northwestern played baseball with varying success. The championship team of 1883 defeated Wisconsin, Racine and Beloit each twice in the season, and next year Northwestern provided Charles S. Raddin as president of the association. The following years good teams held third place in the list.

The spring of 1888 was made memorable by the advent of "Billy" Sunday, who was then a player and who trained the university team for several weeks before the opening of the season.

Again Northwestern won the championship in 1889. Wisconsin, with whom the university nine was tied, suffered defeat at Milwaukee through a home run knocked by "Cy" Johnson at the critical moment.

Milwaukee streets went mad with the mob of Northwestern rooters who waved their purple and gold banners in the faces of the defeated before they took the train for Evanston.

This was the heyday of baseball. Another god was presently in the ascendant. With the 90s came the great enthusiasm for football among the universities.

BOOK IV

MAKING A MODERN UNIVERSITY

". . . . The light which touches, even as the sunrise touches the hill tops, the heads of the young and ardent workers of to-day."

ORRINGTON LUNT

1897.

CHAPTER I

With the growth in numbers of students new social groups began to develop among them. Not that this tendency was entirely created by the consciousness of more men upon the campus, for it was a part, quite evidently, of a national movement.

For twenty-five years before the founding of Northwestern University the beginnings of college fraternities were going on slowly in centers far removed from each other and with little or no intercommunication.

Five young blades, in 1776, round a steaming bowl, berating the "confusion of the times" that interfered with friendship and broke down the "pillars of literature," started a movement whose later developments, one could fancy, they would not entirely have approved. Phi Beta Kappa, at William and Mary College during the American Revolution, was an aristocratic and convivial affair. Its offspring, the college fraternal organizations of America known as the Greek-letter societies, have been distinctly American and, in the main, democratic institutions.

Everyone agrees that a true American is gregarious. Perhaps the development of the spirit of youth and push has left in him more traces of the tribal call. He certainly retains the childish love of secrets. Perhaps the necessary austerity of pioneer life, the bare churches, the rude college halls, which persisted from tradition and habit and made a virtue of a forgotten necessity, awoke in the rising generation of the early nineteenth century a certain yearn-

ing for ritual and what of colorful ceremonial they could devise.

If persecution is a stimulant the early college fraternities had sufficient incentive to flourish for they met with objection and disfavor on every hand. They were distinctly a product of the student life and for this as much as for any other reason they aroused opposition from the faculty. For this was the age of authority, when young people were expected to follow, not to blaze paths for themselves. However, the original Phi Beta Kappa soon lost its early form and became the distinguishing sign of achievement in scholarship.

The older colleges had early organized literary societies, to which the faculty made no objections. Northwestern took cordially to the plan of literary societies. Two, Hinman and Adelphic, became the leaders in all social and student matters. The former seems to have been founded during the first year of actual university operation and had inherited not only the name, but the library of the first president. All of the first graduating class were members.

The minute book of the society has lost its first pages; the first entry now reads: September 11, 1857. It is in the pages of this old minute book that some of the most interesting bits of university history have been found.

Adelphic's origins are shrouded in mystery; the only minute book of the original organization now extant extends from 1877 to 1885. A single entry in the minutes, of the university trustees' recording an invitation to occupy seats upon the platform during an address from Dr. Henry Ward Beecher in 1860, shows that it must have been almost as old as Hinman.

Between them, these two literary and debating societies

led the social life of the university. Theirs was the sole expression of the student mind for many years to come.

In 1859 the first fraternity made its appearance, Phi Delta Theta. This fraternity had had its origin at Miami University in 1848. The chapter at Northwestern did not long survive. The Civil War had a disrupting effect upon all college societies and during these broken years the single fraternity at Northwestern disappeared. The small number of students and the simple social life possible with their restricted means left the two literary societies in undisputed possession of the field. It was an exception for a student not to be a member of one or the other.

They organized the student lecture courses which brought the best speakers to Evanston, and generally led in all the progressive student enterprises.

Free access to Evanston homes supplied relief from rooming house and eating club. The student group continued too small to break up into the clique, or crowd, which is the forerunner of the Greek-letter society. Perhaps the fact that such a large proportion of the students were self-supporting discouraged the founding of fraternities, for they had little time to give to or money to spent on mere social enjoyment.

By 1869 the university was once more in a prosperous condition, and we find Sigma Chi establishing a chapter at Northwestern: another fraternity originating at Miami. This was the opening step. Phi Kappa Sigma and Beta Theta Pi followed in 1872 and 1873.

Fraternities the country over had recovered from the shock of the Civil War and were reorganizing on a more unified plan. Previous to the war, chapters had nothing in common but a name. The isolation of communities placed

them in such positions that they could know little of each other. In reality only the strongest had anything resembling a national organization.

At Northwestern, after the early 70s no more chapters were established, with the single exception of Phi Kappa Psi in 1878, until the third wave of fraternity activity beginning in 1881 when the women introduced sororities. Women's colleges or coeducational institutions were of such youthful growth that their sororities are of much later date than the men's fraternities. During this period only one men's organization came to Northwestern, the reëstablished Phi Delta Theta in 1887.

The period was one in which throughout American life secret fraternal orders flourished in many social groups. All of them were frowned upon by the conservative element in the community. Because of objectionable features suspected in the so-called benevolent orders, college fraternities suffered from the stigma put upon all secret societies.

Six more Greek-letter societies were introduced between 1888 and 1901, equally divided between the men and the women.

There is no doubt that the fraternity, and with this the term "sorority" is included, served a very useful purpose to the colleges and universities of America. Even in the 80s there was little or no intercourse between American institutions of learning. Distances, difficulties and expense of travel as well as sectarian foundations made for isolation. The fraternity helped to break down barriers, to foster intercourse and stimulate common interest among American universities.

The chief outgrowth and benefit of college fraternities, the chapter house, with its approach to home conditions,

had little place at Northwestern. Although mention is made in the minutes of the trustees in 1888 of discussion of "lots for fraternity houses," Northwestern was spared that outcropping of the comfortable if not too beautiful red brick "Queen Anne" chapter houses so conspicuous in the 90s, in many college towns.

It was only with the development of the upper campus that fraternities at Northwestern became householders. The university contributes the ground and restricts the fraternity to a stated sum to be spent for the building. This provision controls the expense and avoids the extravagant houses now seen at some universities. All must conform architecturally to the university architect's plan.

The tendency of the first quarter of the twentieth century has been toward intensive organization. This is especially so since the Great War. The universities have followed the common tendency. Local clubs affiliated with departments or subjects of study have grown up during the last years of the nineteenth century and the beginning of the new one. These rise and fall in popularity as interest is stimulated or fails.

Campus activities, social, athletic, literary, fraternal, are now as the sands of the sea in number. There seems to be some club or organized group to suit every need and taste of the individual student. However, it still remains true that large numbers of students are unattached to any group.

Whether this is the result of economic or social inhibitions is a question for the future to decide.

The day of opposition to student organizations is long since past. The presidents and faculty of Northwestern certainly since 1890 have recognized the need of the

individual student to form social contacts. While warning is given against the temptation to forget the educational advantages of college life while enjoying its social privileges, the university authorities advise the freshman to join at once his class organizations, to make himself known to the local church of his own faith, and either the Y. M. C. A. or Y. W. C. A., as well as the smaller group where the social contact is even more intimate. President Walter Dill Scott says emphatically: "My advice to every student is to join at least two different organizations."

CHAPTER II

One spring day in 1879, it was April the 8th, Doctor Marcy and Orrington Lunt rode into the campus gate. A group of students standing ankle deep in fallen oak leaves watched these two well-known men draw rein before them.

"Gentlemen," said Doctor Marcy, "I have the great pleasure to inform you that the suit against the university for taxes has been decided in our favor by the Supreme Court of the United States. You may build bonfires."

Well might the students celebrate. From henceforth the university property was without question perpetually free from taxation. It was a decision which meant much not only to Northwestern, but to other colleges throughout the country. To the faculty it brought relief from an intolerable burden. To the students it brought promise of a better day.

Not many months before, a paragraph describing President Eliot, of Harvard, in one of the student publications, marks a certain wistful glance toward the advantages of the more opulent colleges. As soon as the tax case was settled in favor of Northwestern, the *Vidette* spoke in no uncertain voice. It demanded a president and the release of Doctor Marcy from administrative duties.

The students long had complained that they had no means of communication with the powers that be, no way of speaking to trustees or faculty, save through the pages of the student publications. With the beginning of the year the *Vidette* and the *Tripod* were combined and appeared as the *Northwestern*. The new paper spoke strongly. If

the trustees read its little columns, they were in no doubt as to what the students demanded in a new president.

"We need a man of broad culture," it said, "for though a professor may succeed all the better because he is a specialist, a president who was a mere specialist never could succeed at Northwestern University. We need a man who was born to command, a man to whom the students will look with confidence, a man who will be able to command respect, to compel obedience, to so marshal our hosts as to insure a grand and glorious victory. We need a man whose breadth of thought, exactness of scholarship, soundness of judgment, determination and zeal will gain for him recognition abroad as well as at home. Give us such a man, an educated, scholarly, noble, manly man, and he will pay for himself before the close of the first year."

The students only expressed what was uppermost in the minds of all who had the good of the university at heart, faculty and trustees alike. The choice fell upon Dr. Joseph Cummings, president of Wesleyan University, Middletown, Connecticut. A happier selection had not yet been made by the authorities.

Born in 1817 in the then province of Maine, Doctor Cummings belonged distinctly to the old order of the American scholar. After due preparation, he had graduated at Wesleyan University. From that time his life had been divided between teaching and the pastorate, with some years devoted to the editorship of *Zion's Herald*. Then followed eighteen years when Doctor Cummings was president of Wesleyan. Thus his previous history was one to inspire confidence in the university world. The trustees believed that they had secured a president who would supply all

they hoped for their institution. Nor were their hopes disappointed.

Doctor Cummings made the administration of the university his life work, and relinquished his office after ten years of labor, at the call of death. With Doctor Hinman he shares the honor of having died in office. Around his memory cluster such remembrances and traditions in the minds of alumni who studied under his strong, beneficent rule, as have not been earned by any of the other men who have occupied the presidential chair.

He deserved all the honor that the students have given to his memory. Of splendid commanding figure and strong, handsome countenance, his physical presence won instant admiration. Stories of his personal bravery in the face of those now conquered enemies, cholera and smallpox, won respect. Himself an untiring worker, he did not hesitate to exact a like standard of application from the young people under his authority.

In those days there was no registrar and the student on his arrival at college, freshman and senior alike, came directly to the office of the president. "This business was a solemn and soul-searching affair," remembers a member of the class of '92, "for the president was the personification of conscientiousness in enforcing the regulations. Doctor Cummings was an avenging Nemesis to any luckless young person who sought to evade the more difficult courses. But he had a warm place in his heart for the student who must earn his expenses while in college. His power lay in his own personal character, and he speedily won loyalty and a certain hero worship from the students."

If it is true that a successful college president should

be a kind of demi-god to the students, then Doctor Cummings was successful. With the exception of Doctor Hough, he was the last of the presidents who was also a clergyman. The alumni remember his Olympian aspect in the pulpit, where, standing like a tower at his full height, he "raised his hand with that peculiar gesture which those who knew him could never forget and thundered forth denunciation of sin or meanness and impassioned exhortation to manly and strenuous endeavor. His example and precept confirm the text, 'Be strong, acquit yourselves like men.' "

He had certain qualities in common with Arnold of Rugby. His high principles inspired his students with that sincere regard which is akin to worship. "He stirred within us the latent possibilities both of scholarship and of manhood. His own diligence became the student's proverb. His midnight lamp was our continual rebuke. We never saw him cross the campus but we straightened up and each wanted to be more of a man."

President Cummings, in his first report to the trustees, reiterated Doctor Marcy's plea that the university should not seek further expansion for the present, but should concentrate its effort upon the consolidation and strengthening of the departments already established.

The new president was confronted with a situation sufficiently difficult to daunt a less intrepid spirit. He had need of the qualities of physical and spiritual valor, with which he was so richly endowed. As a result of the litigation of the preceding five years, the university faced a debt of two hundred thousand dollars, much of it demanding interest at eight per cent. No progress could be considered until this incubus was conquered.

Stimulated by the enthusiasm of the new president, the

trustees prepared to make a determined effort to free the university from debt. Orrington Lunt issued to the trustees and faculty invitations to a great dinner to be given at the Grand Pacific Hotel. Dr. John Evans, president of the Board of Trustees, was the guest of honor. Here was organized what would now be known as a "drive" for funds. It was called by a much more stately name. The new president talked about publicity and asked for five hundred dollars to be used in actual advertising. Here was an innovation indeed.

The results of this banquet, by whatever name they chose to call it, were most successful. Doctor Evans offered a gift of twenty-five thousand dollars on the condition that seventy-five thousand dollars was raised in 1882. To Dr. Robert H. Hatfield was entrusted the task of securing this amount. William Deering contributed twenty-five thousand dollars and Doctor Hatfield raised the remaining fifty thousand dollars. The annual meeting of the trustees of 1882 showed the first half of the debt extinguished.

Doctor Evans stood ready to repeat his offer of twenty-five thousand dollars. Where to look for another seventy-five thousand dollars was a problem. The list of possible donors had been exhausted in the preceding year. In this emergency William Deering came to the rescue with an additional fifty thousand dollars and Doctor Cummings agreed to raise the remaining twenty-five thousand dollars. The annual meeting of the trustees of June, 1883, found the university free from debt.

From this time, until his death in 1913, William Deering appears continually as the friend and supporter of the university. He was especially the friend of lean years and times of great financial crisis.

CHAPTER III

The university was oppressed by anxieties other than financial. Doctor Cummings' report of 1883–1884 given at the annual meeting of the trustees in June of the latter year, points out a very disquieting state of affairs. The number of students entering college was materially lessening, and the university had fewer instructors and offered fewer courses than had been the case five or six years before. He salved the feelings of the trustees by informing them that this was the case in colleges all over the country.

He suggested that easier entrance examinations might be required and that electives, which seem to have been discontinued, be again allowed; he also asked for an appropriation of five hundred and fifty dollars to be used in advertising. Doctor Cummings argued that he must give the university a wider field of influence. He constantly came in contact with possible sources of students, the report says, where the fact that there was such a place as Northwestern University was entirely unknown.

In spite of these remedial measures, we find that Doctor Cummings is still obliged to discuss the subject of a decrease in the number of students in his annual report of the succeeding year.

There were, he said, in 1884, three hundred and seventy colleges the country over. Of this number forty-two had a greater number of students than Northwestern. This estimate had been made, probably, from the recent census and allowed one college student to every one thousand eight hundred and eighty of population.

Good churchman that he was, he next examined the figures from denominational colleges and found his own church fifth on the list. The Methodists reported only one college student to every thousand members. They were outclassed by the Episcopalians, Baptists, Presbyterians and Congregationalists, which last stood at the head of the list and vindicated the New England tradition with one college student to each four hundred and thirteen members. He did not attempt to explain this state of affairs. He only laid the facts before the Board of Trustees.

Northwestern University did not face this problem alone. The decrease in numbers of students in American colleges was causing disquiet in widely scattered circles. Harvard, during this period, discussed not only making entrance easier, but seriously considered shortening the course for the degree of B.A. President Eliot spoke for the shortening of the course, while William James deprecated the evident decline of interest in higher education.

There were several underlying reasons for this state of affairs and all affected Northwestern with the other American universities. Although the general trend of the country since the founding of Northwestern in 1850 had been in the direction of prosperity, there had been times of serious financial depression. One of the outstanding periods of this kind came between 1870 and 1878. In the face of the uncertainty of income, many families, probably with great reluctance, for that would be characteristically American, relinquished a cherished plan for the college education for the oncoming son and daughter. The financial outlook was gloomy. A college education was an expensive thing at best. Consequently young people who should have been ready to enter college in the early 80s started to work

instead. New England investigators, shaking their heads over their own depleted ranks, spoke enviously of the fact that this decrease would not be likely to show so much in the newly settled parts of the country because of its "attending increase in energy and activity in all directions." But this was not true at Northwestern.

Still another factor in the problem was illuminated by the statistician of later years. During the Civil War period the American birth rate was materially lowered. Consequently in 1880 the young people of ages from sixteen to twenty-one were much fewer and colleges had a smaller group from which to draw.

The student source was still exclusively American born, to the extent of at least a generation or two. The greater number still came from what was known as the "old stock." Immigration had greatly increased after the Civil War, but it was many years before the children of these immigrants began to go to college in appreciable numbers.

Still another factor in the problem, and one to which these early investigators seem to have been singularly blind, was the rise of the scientific school. These schools had been constantly increasing in numbers and attendance since 1860. The statistics of the day showing the numbers of students in American colleges take no heed of the attendance in even such an institution as the Massachusetts Institute of Technology. President Fowler's instinct had been sure in his thwarted attempt to found a College of Technology. He rightly interpreted the demand of the times for scientific training. Because of the failure of his school of technology, Northwestern suffered from a loss of students.

President Cummings was in a mild way an advocate of

the elective system. He recognized that all young people could not possibly pursue the same course of study with profit, nor were their capacities for study or powers of application equal. He told these facts to the trustees quite plainly. He recommended that some portion of the college work should be made voluntary, primarily for the student's training in preparation for active life, "where," said he, "so much depends upon their voluntary exertions." This was intended to make the course more attractive. For he also took a quite modern view of the advantages to be secured by following the taste of the individual in the selection of studies.

Curiously enough, the more thoughtful students did not agree with the conclusions of either their own new president or the educational authorities of the Eastern States. The winter of 1880 was marked by a growing feeling among Northwestern's students that some means must be found to advance the general standard of scholarship. Places on the commencement program for many years previously had been assigned, not for high average of scholarship, but on a basis of competition in essay writing. This was not peculiar to Northwestern. The 70s mark an age of great collegiate interest in declamation, oratory, debate and essay writing.

"We no longer have any scholarship honors," the *Vidette* says editorially in one of its last issues. "The sophomore Latin, the freshman Greek and general scholarship prizes have been abolished."

President Cummings could not fail to applaud this stand on the part of the students. The criticism was sufficiently deserved. In 1883 there was no chair of history and the student could secure this subject only through language

courses, unless he elected mediæval history, in which one class was offered. It is only fair to say that this was the case for only a few of these intermediate years.

Throughout President Cummings' presidency the curriculum grew steadily, if slowly. In 1885–86 the philosophical course was announced, taking the place of the Latin scientific course of the 70s. It led to the degree Ph.B. Both the course and degree persisted until, by action of the faculty, they were both abolished in 1903–04. What had been known as the course in modern languages, leading to B.L., became the course in modern literature and continued as late as 1904. In 1887 it was announced that after 1890 the degree of Master of Arts would be conferred upon examination only. During President Cummings' term of office the university was enlarged by the addition of the Schools of Dentistry and Pharmacy, and the first sessions of a variety of summer school were held. Scholarships were founded for high-school students in the double effort to encourage better preparation and to attract students to Northwestern. The new population from overseas was not without its effect upon the university. At different times teachers of both Swedish and Danish were supplied by groups of different nationalities. Later, theological schools supported by Scandinavian groups were founded and somewhat loosely affiliated with the university.

Doctor Cummings joined Doctor Marcy in the plea that only men of the first ability should be added to the faculty. As the result of this wise advice, certain notable additions to the faculty were made. No contribution to the future of the institution has been more fruitful of results than the choice of new professors and instructors due to Doctor Cummings' judgment of men and their qualifications.

As early as 1881, Dr. John Harper Long received an invitation to become professor of general chemistry, although he did not begin his duties until two years later. Next year he joined the pharmaceutical faculty, to begin his notable career in that department and in the Medical School, and Professor Abram V. Young took his place in the College of Liberal Arts.

Professor Carhart resigned the chair of physics in 1887, and a man of equal eminence, Professor Charles S. Cook, took his place. At the same time Dr. George Washington Hough became professor of astronomy and director of the Dearborn Observatory. All these men gave notable service to the university for many years to come. Of them all only Professor Cook is now living, although he is no longer connected with the university.

Among the young men who came as instructors were Professor E. Hastings Moore, now head of the department of mathematics at Chicago University, and Charles B. Atwell, who was made instructor of natural history in 1888. In 1890 James Taft Hatfield was made professor of German. Although far from the oldest in point of years, he is now, through length of service, the senior professor of the university.

President Cummings continually stressed the lack of the fine arts in university life. His desire was to give the students an appreciation of general culture, to cultivate an instinct for the finer things of life, to create a demand among the young people for the best in art and music. To arouse this desire would have been a distinct contribution to the spiritual development of the West. As yet even such a center as Chicago was only spasmodically awake, and through very small groups, to such needs.

The trustees did not quite seem to understand their president's meaning. They, as well as the college world and the town of Evanston, took great pride in the concerts given by the students of the school of music, where the young lady students especially shone. Then, too, the care and development of the so-called "art school" occupied much of the time of the trustees. Here again the young women excelled. The art school, as well as the music school, was housed in the Woman's Hall. The productions of the young artists were much admired by their contemporaries. Especially good pictures were sometimes exhibited in the window of a Davis Street shop.

The devoted trustees now and then bought one of these productions. Mr. Deering was especially generous. Those who remember the portraits by world-famous artists that hung upon the walls of his old brick house on Church Street, can hardly believe that he thought highly of the value of these student productions as works of art. Certainly he was glad to give encouragement to the art students and to help struggling young people by the purchase of their productions.

The president's campaign of publicity took a novel form. The student publication, *Northwestern,* brought out a commencement number. Here for the first time a full account of the annual meeting of the trustees was given to the public. Commencement week was described in great detail and a full list of the alumni printed. By order of the trustees, twenty thousand copies of the issue were struck off and distributed far and wide in an effort to make the university more generally known.

The remaining years of the 80s were marked by a steady increase in the number of students. The growth of the

university, however, was not entirely the result of advertising. The source from which students might be drawn was visibly increasing. During the following ten years, because of the expansion of the country and the scattering of the graduates and students through the newly settled states, "the West had moved to the Pacific and Northwestern University became an Eastern college."

CHAPTER IV

A NATURAL consequence to the growing coherence of the student voice is the gradual emergence from the cloud of obscurity of the alumni. As commencement grew in interest and extended from a single meeting devoted to senior eloquence into a week of festivity, the former graduates increasingly returned for the occasion. At first they came only as individuals, then as an informal group; finally a defined association emerged. In the 70s and 80s, and for many years to come, only graduates of the College of Liberal Arts were considered eligible to this association. The professional schools still preserved too complete an isolation from the university to feel the call of alumni responsibilities.

In the winter of 1874 sufficient interest in the past had been aroused, stimulated by we know not what influence, to awaken a desire for a record of all graduates. A call was issued to all alumni to send names and addresses to the librarian, "that a record may be kept." Next year the alumni had a place upon the commencement program.

Three years later, Doctor Marcy gave a reception which took the place of Class Day. During the afternoon the graduating class were presented with some formality to the president of the alumni, William A. Spencer, '61, who officially declared them to have become members of that body. The meeting was closed with the reading of the list of the alumni, among whose names already were those of two college presidents. From this it was but a step to constitution and by-laws. By 1881 Alumni Day was heralded with such "handsome invitations" as to provoke

comment from the *Northwestern,* while the members discussed raising funds to endow a chair in the university.

Nothing could better prove that organization means strength, even in the somber 80s, than the next step of the Alumni Association. They sent a formal letter to the trustees, dated December, 1883, asking for an appropriation of one thousand dollars for the purpose of fitly celebrating the twenty-fifth anniversary of the graduation of students from the university. They planned a dinner to take place on Alumni Day of commencement, 1884, where in addition to faculty and alumni "seventy-five to one hundred guests of prominence and wealth in the Northwest" were to be entertained.

This demand must have been something of a bombshell to the executive committee, who were being plagued with demands for water and lamps on the campus, a physical director for the gymnasium, and with the report that liquor was being served in a club in rooms over the post office. To their credit be it said they did appropriate four hundred dollars to the cause.

The event took place in due time. Miss Elizabeth Hunt, '77, read a history. The speech of the day was given by the Honorable George L. Yaple, Member of Congress at the moment, and a graduate in the class of '71. The association further marked the year with the presentation to the university of a portrait of Professor Noyes.

It was not until April, 1887, that the alumni of Chicago and vicinity held their first banquet. The occasion was rich in results, for the trustees a month later at their annual meeting received a communication from the alumni which contained nothing less than a formal request that the Alumni Association be accorded recognition by the election

of one or two of their number as trustees. After considering the point, the trustees a year later replied that they would be "glad to elect such alumni as are qualified according to the charter." At the same time they pointed out that at the moment there were seven alumni on the existing board.

CHAPTER V

THE centennial year of Methodism, 1886, which marked the introduction of that denomination into the United States, seemed to Doctor Cummings a happy time in which to secure funds for further buildings, the need for which was now becoming acute.

If in 1880 he worried himself and the trustees over the lack of students, by the middle of the decade he was more at sea as to how to supply the needs of the students who flocked to the doors in constantly increasing numbers. The country was again on the wave of high prosperity. Great fortunes were accumulating and comfort and ease of mind marked the families of moderate means. The young people, as a result, were sent to college.

Doctor Cummings announced to the trustees that he could not administer the university and also act as financial agent. In consequence Dr. Robert M. Hatfield, a man of marked ability, undertook to see what could be done to attract gifts to Northwestern. It was not long before he was able to announce that a hall of science had been presented, but the name of the donor was withheld as a condition of the gift. Even in their minutes, the trustees speak with mystery of this unknown donor. All sorts of rumors flew about the town and campus. Professor Carhart, the professor of physics, was sent on a tour of the Eastern colleges to gather ideas of the latest word in laboratories. Holabird and Roche, of Chicago, made the plans. The second generation of this firm are responsible for the beautiful new buildings of Garrett. A great occasion was

made of the laying of the cornerstone, wherein the secret of the donor's name lay concealed.

Daniel Fayerweather's will several years later disclosed that he had given Science Hall. He had no personal acquaintance with Doctor Hatfield and had never seen Northwestern University. He had, however, a sincere desire to further the cause of American education. By Fayerweather's will Northwestern further benefited together with several other of the leading American universities. Science Hall now gave ample space to the scientific department for years to come. Up to that time the department of physics had been cooped up in two ordinary-sized recitation rooms in University Hall, and a so-called chemical laboratory found quarters in the basement.

The dedication of Science Hall took place on the newly inaugurated University Day, February 22, 1887. Students from the departments in Chicago arrived on a special train and were met with much ceremony by a reception committee of fifty. All then marched in procession to the Woman's Hall, where a reception was held. This was followed by an inspection of the new building; a banquet and dedication services followed. The Honorable Richard Edwards, State Superintendent of Schools, was the orator on the occasion.

The completion of Science Hall again drew attention to the condition of the campus. It was generally used by Evanstonians as a picnic ground. President Cummings tried to prevent this but he was unsuccessful. However, the grazing of cows and horses was at last definitely abolished. What was more, the trustees ordered that before any more buildings were assigned places, the grounds should be laid out in accordance with a definite plan drawn

by a landscape expert, a profession that had recently risen to much vogue throughout the country through the influence of Frederick Olmstead. Paths and roadways were plotted and more attention paid to the trees and shrubbery.

Garrett Biblical Institute during the same period built Memorial Hall at the north end of the lower campus and added to the settled appearance of the university group. Its position somewhat restricted the athletic field, which was then a meadow, where Lunt Library now stands. The campus was still so near to its primeval state that the grass in the spring was blue with violets.

Still another building was about to be added to the Evanston campus. In 1886 the first rumors were heard of the prospect that the telescope then in the care of the old Chicago University might, under certain conditions, be removed to Evanston. Oliver H. Horton spoke of it confidentially at a meeting of the trustees. In July such progress had been made that the Chicago Astronomical Society, who owned the telescope and its equipment, were brought to Evanston to see for themselves the advantages offered by the university. The prospects were so advantageous that the society entered into an agreement whereby the university agreed to erect a building and to establish a chair of astronomy, which Professor Hough, then connected with the University of Chicago, ultimately filled.

This was not the first astronomical effort of the university. In 1870 a good telescope had been presented, which was kept at first in University Hall. In 1874 a separate covering which was the object of some mockery from the students was built for the telescope on the campus, between University Hall and Heck Hall. One of the college papers gave much space to its description, "as but half an attic to

a basement that has not been dug," "a neat little shanty without varnish or gilt." "It was made from the plaster boards left when Women's College was built. It contains a three-legged instrument and a stool to match, and the door to the shanty is closed with a latch."

In the autumn of 1887, James B. Hobbs, one of the trustees, secured the telescope for Northwestern by giving twenty-five thousand dollars toward building a real observatory. Great was the joy of the university. The students gave a great celebration the night the news was announced. A site was selected north of the Rubicon and in consequence the trustees definitely decided to extend the university campus to the north as far as Lincoln Street. The process of building was watched with deep interest. A set of photographs preserved in the college library marks every stage of its construction. In nearly all of them the figure of Dr. Oliver Marcy in his well-known quaint attire may be found observing progress. Sometimes he is accompanied by Professor Hough, or more often by Mr. Hobbs, the donor. The telescope at the time was the largest in America and even at the present day few surpass it.

The dedication of the observatory was marked by an even more brilliant occasion than had been accorded to Science Hall. It took place during commencement week of 1889. The president of Johns Hopkins University, Dr. Daniel C. Gilman, was the orator of the occasion. J. Young Scammon and Ezra McCagg, distinguished members of the Chicago Astronomical Society, took part in the ceremony.

CHAPTER VI

Meanwhile the students found further means through which to give expression to their growing consciousness. In 1871 the two societies, Adelphic and Hinman, had established a monthly magazine, the *Tripod,* so often quoted in these pages, an ambitious undertaking and well in the fore of like publications which came into being about this time. For seven years it occupied the field alone at Northwestern. During these years it held its own in point of typography, proof reading and general appearance. Its advertisements are an index to the progress of Evanston commercially and to the material needs of the community. To the present-day reader, these advertisements have more attraction than the somewhat stilted essays which fill the greater part of its pages.

With the changing times, a taste for the more journalistic publications came into college fashion. At Northwestern a group, still from the literary societies but privately organized, produced the *Vidette,* January 15, 1878, a semi-monthly. Its more spritely example led the *Tripod* also to become a semi-monthly, so that by alternating weeks of publication, the university was supplied with what to all intents and purposes was a weekly service. The *Vidette* is a good example of the early journalistic flights of American college students.

The financial burden of the two enterprises began to assume grave proportions among a college community which never had too much money to spend. In 1880 the *Tripod* and the *Vidette* were merged in the *Northwestern,* and the

Northwestern Association was formed, composed of members of all the literary societies in college. From this group was elected the staff who managed the publication. The first issue appeared January 28, 1881. It was at first issued semi-monthly, but it has gradually increased its issues until now it is a daily.

The career of the *Northwestern* was as checkered as is usual with such a publication. But through good days and evil, the students somehow managed to keep it going and to raise the standard again when it seemed to droop.

In 1886, prosperity being in the air, a corporation of students was formed called the Northwestern University Press Company. The university authorities looked on the venture with a kindly eye and allowed the basement of the old gymnasium to be used as a printing plant. The whole capital invested by the students was four hundred dollars. At first they had only the use of a small press owned by one of the leaders in the enterprise, and all the press work had to be taken to Chicago because the owner of the only cylinder press in Evanston declined the job. The profits of the first year were sufficient to allow the purchase of a cylinder press by the company. All the work of this printing office was done by students, and several thousand dollars in wages were paid during its years of existence.

Their charter allowed them to do general printing and publishing and the young printers were ambitious. They even undertook to print an algebra for the University of Wisconsin, two pages at a time, on an 8 x 12 Gordon press, as well as French, German and even Greek booklets.

The founders fondly hoped that they had here the embryo of a university press in the larger sense. The trustees encouraged the idea to the extent of giving the young com-

pany an order for the university catalogue of two hundred pages, an edition of six thousand copies; what was better, they paid cash for the job and spoke only kindly words of compliment for the work of the inexperienced young craftsmen.

In time the Northwestern University Press Company outgrew its campus quarters, and, after the graduation of the chief spirits, followed them to Davis Street where they established a weekly, *The Evanston Press*, which flourished for a number of years. The connection with the university was not severed by removal from the campus. The faculty still fostered the hope of a university press and entrusted not a few books and pamphlets to its erratic care. Frances Willard's "A Classic Town" appeared serially in the columns of *The Evanston Press* before it was issued in book form, and the student compositors still remember their struggles with the manuscript.

The Northwestern University Press Company passed out of existence years ago, but an interesting list of those who worked over the old cylinder press, at once their pride and their despair, contains many a name since connected with American journalism.

CHAPTER VII

A RUMOR had reached Evanston from an Eastern source that Doctor Cummings, while president of Wesleyan, had worn the cap and gown on Commencement Day, and had pronounced a Latin charge when delivering the diplomas. The story was printed in the *Northwestern* with the "sincere hope that the Doctor will inaugurate the custom at Northwestern University." Doctor Cummings does not seem to have gratified this student hope. Perhaps the idea did not meet with the approval of the older trustees. However, the story made an impression on the under-classmen.

It was during Doctor Cummings' second year in office that the first mortarboard was seen on the campus. The class of '85, in search of novelty for their sophomore caps, conceived the idea of introducing the traditional scholar's headgear. The sophomores sought a mortarboard among the faculty to serve as a model, but there was none forthcoming. In fact, they were unable to find a sample in Chicago, but the hat maker assured them that he entirely understood their proper manufacture. When the caps arrived their appearance was all that could be desired, but the ingenious manufacturer had made the plinth of metal covered with cloth and their weight rivaled that of the trench helmet of the A. E. F. However, the sophomores wore them valiantly and still remember with pride that the class of '85 introduced the mortarboard.

Distinctive hats marked all classmen in those days and much ingenuity was exercised in their selection by freshmen and sophomores. The junior then and for years to come

wore what was known as a "white plug," while the senior supported his dignity with a "black plug." The Prince Albert coat was the accepted dress of ceremony and was worn on state occasions, such as the president's levees and the Kirk contest. At the former Mrs. Cummings took her place as one of the group of great ladies of the university and town whose influence has given something more than a degree to the graduated student.

In 1882, influenced by what breath from the broad ranges of the West is now forgotten, the seniors seriously considered wearing sombreros, but nothing came of it. In 1884 the four classes appeared in uniform "tiles" differing only in color: senior, black silk; junior, white; sophomore, brown; freshman, pearl. These silk hats were very dear to the hearts of their owners. One alumnus remembers, on the occasion of a fire in his boarding place, that he seized his cherished "tile" as the only article he could save. A sense of humor bade him drop it and he escaped with empty hands.

The only remnant of the custom remaining in the twentieth century is the green cap of the freshmen, so gayly burned each spring. The varying-colored tassels on the caps and the colors of the gowns worn during the commencement season, which enliven the campus and the Evanston streets to-day, entail a knowledge of a kind of collegiate heraldry to interpret their meaning.

The students, in spite of the anxieties of trustees and faculty, were of sufficient number to make themselves felt in the community. They were no longer satisfied with a sunset walk as a means of relaxation after the work of the day. They indulged in noisy games and demonstrations. In 1877 "Trig" for the first time was burned with a "grand

weep" and a solemn march through the town. The cane rush did not take place until ten years later, in 1887.

Perhaps because of the long lack of a president, the students had become a bit unruly. They created disorder in chapel and threw the hymn books about. As these hymn books had been in use but a few weeks, and were a gift from Chaplain McCabe, who had given them in the hope of improving the student singing of hymns, the desecration was particularly felt. The president was severe in his comments on this occasion. The college paper spoke strongly of the matter and recommended to its readers better order in chapel and less laughter in recitation.

Two years later the trustees felt obliged to engage private policemen for All Halloween to preserve order, both of which events explain the sudden interest in the establishment of the newly organized Y. M. C. A., and the Student Christian Association, an independent organization, was granted the use of a room on the campus the following month.

The students took some notice of national affairs, for the *Northwestern* discussed Garfield's cabinet and made comment on the college selected for his sons. Garfield's death occurred out of term time, so no official notice was taken of the event. The next presidential campaign, however, greatly stirred the student body. In the autumn of 1884 the students organized the Blaine and Logan Club. They were particularly interested in General Logan's candidacy, as he was an Illinois man and had interested himself in securing the life-saving station for Evanston. The Blaine and Logan Club had a spirited meeting in Jennings Hall, the most prominent speaker being Henry Sherman Boutell, '84. Adherents of the newly organized Prohibition Party,

not to be outdone in enthusiasm, formed the St. John and Daniel Club as a rival institution.

Four years later, in 1888, feeling ran so high that the Board of Trustees felt impelled to pass a resolution giving as the sense of the board that they "emphatically disapprove of any member of the faculty's publishing any comment in the newspaper press or elsewhere, pertaining to any matter other than the university and its affairs and interests, over his or her signature as a member of such faculty."

President Cummings, in his annual report, mentions the increasing sickness among the students and even a death or two. The *Northwestern* discussed the same subject. Large numbers of students, they asserted, were leaving college because of ill health and nervous headaches were prevalent. With this introduction they entered again upon the plea for the restoration of the gymnasium.

The following autumn the building had been restored to a usable state and the students boasted that "we have now one of the finest and most complete gymnasiums in the West." Better still, C. O. DuPlessis had been engaged as gymnasium instructor, the first effort of the kind in the history of the institution. He was succeeded in 1886 by Philip Griener.

In spite of improved athletics, the students of the 80s were a less hardy race than their predecessors of twenty years earlier. The men now asked for a coat room in University Hall, and pointed out the need of more heat in winter and fly screens and window shades for the summer, and this before the iniquities of the house fly were known generally. Sidewalks, too, were laid on the south end of the campus.

Nor were the "young ladies" forgotten. The trustees' minutes enter many domestic details respecting the cows kept to supply the table of the Woman's Hall and—mark of the changing times!—newspapers were supplied for the young women's reading table in the Hall parlor.

Another improvement designed for the comfort of the young women was an elevator for the Hall. After it was installed the village fathers forbade the free use of water with which to operate it. It was estimated that it would cost one thousand dollars to rent sufficient water, and this the trustees could not afford to spend. Altogether the elevator and its failure to function occupied many anxious moments of discussion in the meetings of the trustees.

To the reader of these old minute books the trustees often seem so many Marthas, troubled about many things that to modern minds are quite outside the sphere of the busy Chicago business men they were. But because of their insufficient funds these trustees cheerfully took up details of domestic management which naturally would have been work of the steward and the secretary, which they lacked, and used their money for furthering scholastic plans.

The march of progress brought suggestion of mechanical aids in office work. The typewriter had its advocates. But it took a vote of recorded ayes and nays to authorize the purchase of the first machine for the use of the president's office.

The students constantly demanded more privileges. They insistently called attention to the superior advantages of Eastern colleges. "Yale and Harvard keep their college libraries open on the Sabbath, while ours is open only weekday afternoons," complained the *Northwestern*. In spite

of these shortcomings the number of books continued to increase. The library always kept pace with current fiction, for the *Northwestern* notes the deaths of Carlyle, George Eliot and Disraeli as of old friends. At the same time the faculty and townspeople enjoyed their Browning Club.

As in former years, the outside world came to them. One spring day in 1881 Bronson Alcott, eighty-odd years old, appeared at the college and for an hour took charge of the class in Christian Evidences. Later in the day the young women gave him a party in the Women's Hall. It was the closest touch that Northwestern ever had with the Concord School. The effect of the philosopher's visit, the *Northwestern* records: "as the results of Mr. Alcott's advice several journals here have been commenced."

Spiritual upheavals less transcendental came into the student life. Dwight L. Moody's religious revival meetings took place periodically in Chicago from 1870 to 1890. His far-reaching influence touched deeply the religious spirit of the university town.

The student horizon broadened. Chicago became more accessible with increasing railroad service. The university authorities held a looser rein over the students and permission to enjoy metropolitan advantages was more easily obtained. Sarah Bernhardt played in Chicago in the winter of 1881 and many students availed themselves of this opportunity to hear the greatest actress of their time. What must have been the effect of that golden voice on the American-taught French class or the aspirants to the year's oratorical prize?

Even more impressive to the young students must have been the all-star cast presenting "The Rivals," Jefferson

and Florence with Mrs. Drew, and sweet young Viola Allen as Lydia Languish. Theodore Thomas extended his orchestral concerts from a summer season in the Exposition Building to a winter series in the newly built Auditorium. The Stoddard lectures, so well remembered by the youth of the day, were, too, at the height of their vogue.

The advance guard of the realistic school reached Chicago in the winter of 1889. Vassali Verestchagin's paintings were exhibited in December of that year. The horror of war at its most brutal, the hard face of nature in the vast Siberian snow fields sought to bring realism into the comfortable Western country of America.

The Western country itself was on the verge of a new era. Little as they realized that important steps were just in front, the winter of 1889–90 was a stirring one for everyone in the neighborhood of Chicago.

Evanston, in spite of its growth, still was a village of unpaved and unlighted streets. The only means of disposing of the leaves in the autumn days was by fires in the streets. This became a pretty ceremony among the children who roasted potatoes and corn in the ashes, while daring boys leaped the flames. The rising smoke gave the autumn days a semblance of burning altar fires.

The village post office was still a rendezvous of merchant and professor, where the dignified president of the university might be seen each morning getting his mail with the town's leading citizens. Others remember him carrying his lantern through the dim elm-arched streets on his way home from long hours in the college office.

It was an idyllic time, now dimly beautified by the passing years. The houses grew more pretentious and were much admired by the students. The people were prosper-

ous and comfortable, well satisfied with things as they were. One dwells on these days for they mark the passing of the old order, a new day awaited university and town alike.

Doctor Cummings died in the spring of 1890. His death marked the end of the old régime. Doctor Marcy fitly summed up the old spirit when he said, "The faculty of Northwestern University, in all their teaching, have kept this distinction steadily in view, and taught that *mind* is antecedent to *matter* and *idea* is antecedent not only to all *forms* of *nature,* but to the varying events in *human history,* that in all the subjects of study, we study the *works* and *thoughts* of God."

CHAPTER VIII

When Dr. Henry Wade Rogers arrived, in 1890, to assume the reins of government students and faculty alike viewed him not only with respect, but also with curiosity. In the place of the impressive and venerable figure of their former president, clad, as had been all his predecessors, in clerical garb, they found a brisk young man of thirty-seven, altogether resembling the active business men of the community. For the first time in the history of the university the president was not a Methodist clergyman, but a lawyer. The step was well in accord with the spirit of the times. Other universities the country over were calling laymen to their presidencies.

At Northwestern former presidents had combined with administrative duties the professorial chair of moral philosophy. Doctor Rogers lectured on Constitutional and International Law. These innovations stirred the university profoundly and the upper classmen developed a strange tendency toward conservatism and professed distaste at the changes they saw were imminent.

The step was not taken unadvisedly. The trustees felt that the time had come for further development. Their foundation, built with such forethought and sacrifice, was ready to be crowned with the equipment of a modern university. To accomplish this they believed that a man of a new stamp was needed and one who was ready to lead them into the newer fields of educational methods and ideals which marked the later years of the nineteenth century.

Their choice fell upon a man so much at one with the

times that he was born after the charter of the university was granted. Henry Wade Rogers was a native of New York, but by education he was the product of the West. Graduated from the University of Michigan in 1874, he studied and practiced law for several years both in New Jersey and in Minnesota. In 1883 he returned to Ann Arbor as professor in the Law School. Two years later, he was selected by the retiring dean, the eminent jurist, Thomas M. Cooley, as his successor. For the ensuing six years, he, as dean of the Law School of the University of Michigan, so strengthened and extended the influence of the school, that at the time of his resignation, it was the largest law school in the United States. During the period of his deanship the University of Michigan, under President Angell, had made great strides in all its departments, and Doctor Rogers had taken active interest in all phases of this development.

The trustees of Northwestern were attracted to him by this background of educational experience and also because of his own characteristics. He was known to be a man of fine Christian character, he obviously possessed knowledge of what a modern university should be, he had a brilliant record of achievement, and he possessed strong tenacity of purpose. Far from seeking personal aggrandizement, Doctor Rogers stood ready to make the needs of the university his first interest. He saw the possibilities at the door of the university and he set his strength to the task of bringing the institution into the place among American universities, which it deserved to hold.

That Doctor Rogers did not have the full coöperation of the entire board of trustees may well be imagined. The most ardent supporters of the university were now old men.

Grant Goodrich had died in 1889 and Governor Evans seldom came to Chicago or to Evanston. The spirit of conservatism that had preserved, almost in its entirety, the landholdings of the university in the face of years of penury, until they had at last come to be valuable, had through forty years' experience bred in them a spirit of caution that led them to look askance at plans which involved considerable expenditure of money. Doctor Rogers had much of the same spirit that had actuated the founders in the first days of their youth. But this fact they did not recognize. He was satisfied only with the best in plan of reorganization, enlarged curriculum and additions to the faculty.

It was the gigantic task of Doctor Rogers to bring together the group of associated schools under one head, to create deans, harmonize conflicting authority and raise the whole scholastic standard of the university to one that could rightly claim rank with anything in America. It took youth, dogged persistency and no mean ability to accomplish this task. For accomplished it was by the beginning of the new century.

Unfortunately the very duties for which he had been chosen, the expansion and reorganization of the university, removed Doctor Rogers from an intimate contact with the students. It was no longer possible for the president with his increased administrative duties, to act as registrar. In consequence, his intercourse with the student was often through a dean or a secretary. The very work which was to make the university an institution of the first rank took time and tact, and the College of Liberal Arts felt itself neglected while Doctor Rogers wrestled with the problem of adjusting independent faculties and organizing the endless detail encountered in the realization of his plans.

Doctor Rogers, who had practiced law in his time, was accustomed to modern methods of business administration. Almost his first act was to establish an office in Chicago and employ an office boy to bring the mail. He took an early train to Chicago each day in company with the merchants and lawyers of the suburb. While this was a most unpopular innovation from the Evanston point of view, and the office boy was viewed with disapproval, Doctor Rogers had a constructive aim in view of which this move was the initial step.

Up to this time the university idea had been centered in the College of Liberal Arts. This one department, to the alumni mind, was the university. True, there were great schools of law and medicine, dentistry and pharmacy, loosely attached to the administrative fabric. However, students in these allied schools might matriculate and graduate with no closer connection with the university at Evanston than the authorization of the trustees for the granting of their degrees and the signature of the president written on their diplomas. The whole loose machinery of the university might be likened to the United States government under the Articles of Confederation. Each school held its own property, each had its own president and board of trustees and each had its own commencement. They lived a life attached, more in name than in fact, to the university.

The inauguration of Dr. Rogers did not take place until University Day, February 19, 1891. Students from all departments came to Evanston and marched in solemn procession. Representative men from the Chicago departments and the presidents of neighboring colleges attended. President Rogers, in a long and scholarly address, reviewed the

history of progress in educational lines in America, the position of scholars of the day, and pointedly showed what lay before the university if it would conform to modern standards and methods.

The first sign of change came at commencement. The seniors appeared in caps and gowns, and in place of the time-honored sermon, the president of the university gave a baccalaureate address. The following year Doctor Rogers removed the commencement exercises from the Methodist Church in Evanston to the Auditorium in Chicago. Essays by members of the class disappeared, and in their place Bishop John L. Newman made the address on this occasion. The president had succeeded so far in his plan of unification that the College of Liberal Arts and the Law School joined for the first time in a common commencement.

The World's Fair year, 1893, called for extraordinary celebration of every kind in Chicago and its neighborhood. Northwestern responded with a second great commencement in the Auditorium. Theodore Roosevelt was the speaker. His subject was: "The College Graduate and the State." On the same occasion the degree of Doctor of Laws was conferred on him. The School of Pharmacy and the Women's Medical School joined in this celebration together with the group of the preceding year.

The president now asked that the trustees make the cap and gown official wear on all ceremonial occasions. This has come to be the universal custom for many years past, and the Oxford cap and gown has come to be regarded as the conventional college dress, so that it is difficult to realize that thirty years ago its adoption was a matter of serious official discussion. The young men who were now

joining the faculty, year by year, brought the brilliant hoods which marked the Ph.D. The older members of the faculty, too, had scholastic honors in plenty. Commencement processions took on a brilliancy that was as picturesque as it was impressive.

In point of numbers the university was now third in the country, being surpassed only by Harvard and the University of Michigan. On the other hand Harvard had an estimated annual income of $1,000,000 while Northwestern could hope for nothing better than $100,000. A year or two later the income had increased to $250,000, but even this was inadequate.

The result is obvious. The amalgamation of the university departments made for strength in influence and intellectual growth, but the expense and financial responsibility were correspondingly increased. The scattered locations of the professional schools were another source of weakness. At one time tentative plans were drawn for buildings, to be located on the campus at Evanston, to house all of the departments. This would have meant the addition of five thousand men to the college and town. For various reasons the plan was abandoned and it was not for nearly a quarter of a century that the unifying of the professional schools was focused in the purchase of the land for the McKinlock Campus on the north side of Chicago.

Doctor Rogers in his annual reports constantly pointed out to the trustees the danger of a course of procrastination in choosing methods for increasing the endowment.

The panic of 1893 and the subsequent financial depression jeopardized even the meager income they possessed. When the Grand Pacific Hotel canceled its lease for the

LaSalle Street property, the financial sky looked dark indeed. Fortunately the Illinois Trust and Savings Bank very soon leased this property and the substantial income from this source was resumed.

CHAPTER IX

At Northwestern the great increase in attendance had been followed by a corresponding increase in college social activities. The young women were still governed by rules made mostly in the 70s, which savored greatly of the more sentimental age in which they were written and which failed to make provision for such festivity as now developed among the students, for the young people of the 90s were a different race from those of the decades which had gone before.

Doctor Rogers evolved a new code which brought college life more into accord with the social usage of the day. In this problem he was ably supported by the deans of women, Emily Huntington Miller, Rena Michaels and Martha Foote Crow. Mary Harriet Norris, who remained by special arrangement but one year, did valiant service in reorganizing house rules, and it was she who suggested the name of Willard Hall for the woman's dormitory.

Doctor Rogers rightly felt that the university was not doing its duty by its women students if they did not learn during their college course the accepted standards of good society governing the social conduct of young women. Chicago, and in course Evanston, had grown rather suddenly more sophisticated. The community at large was sharply aware of the shortcomings of the young women who came from towns not yet touched by this wave of acceptance of more formal social usage.

While he seemed to interfere with their social freedom, the president was awake to their material needs. He was

greatly surprised to find the Woman's Hall still heated by coal stoves and lighted by kerosene lamps. The trustees often had discussed the need of change, but the Hall remained without central heat or electric light. Now at last both improvements were installed although the "student lamps" remained in use to preserve the eyesight of the young ladies.

In Mrs. Rogers the president had an able assistant. She was herself a graduate of the University of Michigan and alive to all the opportunities of the changing times. In an effort to overcome the necessary loss of the paternal attitude of the president, she substituted many social occasions.

She differed from the wives of former presidents in being herself a leader in her own right. Her predecessors have left a record of influence through personality given more by example than precept. With the exception of Mrs. Cummings, their acquaintance with the town and university had been too brief to leave a mark. Mrs. Cummings had lived in Evanston for ten years and even after her husband's death she continued to be of service to the university. She was a lady of the old school and her influence was both wide and lasting.

Mrs. Rogers had many of the characteristics, now so well recognized, of the woman of capacity and initiative. She was in the forefront of the women's movements of the day and took her place in Evanston and Chicago among the group who were establishing the charitable and reformatory institutions of the community on modern and progressive lines. Through her own social charm and mental ability she took her place in the life, not only of Evanston, but of Chicago, and so was responsible to no small degree for the

success of her husband's plan in bringing the university into participation with the metropolitan life by which it was surrounded. The university owes much to Mrs. Rogers that is intangible and evanescent. Her more obvious contributions are the University Guild and the Northwestern University Settlement.

Both Doctor and Mrs. Rogers were in full sympathy with the social needs and desires of the young people of the university. They entertained them constantly in both small and large groups, in their own home on Sheridan Road and at the Evanston club, then newly built and much used for receptions by people of fashion.

These young people, modeled in dress and carriage after Charles Dana Gibson's popular cartoons, read Ruskin and played tennis. The more daring peeped into Tolstoi's novels, even as their predecessors of a few years before read "Robert Elsmere." Their favorite hero was "Van Bibber," while "Marcella" marked the changing taste in women.

The girls wore their hair in high, bulging pompadours and their skirts, stiff with horsehair, swept the ground. Their small waists were a constant challenge to reformers. Mrs. Jeness Miller, a well-known advocate of dress reform, lectured in the town, if not in college, and converted a few daring, earnest women to her views. But the girls would have none of it. It took a world war and a call to skilled women to make ammunition rather than Paris frocks to bring about the reforms in dress advocated with so much earnest speech in the 90s. When stayless figures, dresses hanging from the shoulders and short skirts became the vogue in 1920, the reformers were even more unhappy than they had been over long skirts and tight waists in 1890.

These young women of Doctor Rogers' day were very happy in their college life. The whirligig of time had brought them into the kingdom of woman's privileges, before the dawn of her day of responsibility. They came to college in increasing numbers. While more conservative members of trustees and faculty discussed the advisability of restricting the number of women students, Mr. Deering built an addition to the Woman's Hall, and the dean organized a council of college women with three chapters, one in each of the girls' dormitories. About the same time Mrs. Rogers started a university women's club designed to take the place of certain languishing literary societies.

The words "lady" and "gentlemen" were fast disappearing from the language. Doctor Rogers' first catalogue uses both terms. Thereafter the official description of the students is "women" and "men."

The fraternities and sororities were steadily gaining in influence in student matters. The annual Pan-Hellenic banquet, which was first given in 1888, was an occasion of moment. Perhaps nothing could be more significant of the changing times than the banquet of 1891, when the young women of the sororities gave a similar banquet at the same hour.

So strong was the influence of the fraternity at this time that it called into being an organized opposition called the "Massasoits." It was in reality only another fraternity composed of students who did not belong to the existing Greek-letter societies. There were a few exceptionally brilliant young men in this group and they succeeded in producing a daily paper called *The Northwestern World* and an annual called *The Arrow*. The Massasoits rented a hall in which to hold their meetings and generally caused a stir

in the campus world. After two years the society disintegrated. The leading spirits had come to be the organizers of new chapters of national fraternities. The whole movement only proved anew the need of small groups in college life such as the Greek-letter societies supply.

In 1895 changing social conditions induced the young men to exchange the Pan-Hellenic banquet for an interfraternity dance. These dances became an annual affair and grew in elegance and expense until it was necessary to put a definite limit to the expense allowed. A compact was signed by the fraternities and sororities which gave these affairs. It is dated November 26, 1902, and agrees that not more than $25 shall be spent for the rent of the hall; that no floral decorations shall be used, and that the air of festivity shall be preserved with sofa pillows and rugs, and subdued lights; that the orchestra shall consist of not more than five pieces, and refreshments be of a Spartan simplicity. The matter was found to be of such moment that not only the faculty, but the business men of Evanston agreed that the impropriety of elaborate entertainments given by the students must end.

President Rogers was heartily in sympathy with all the student activities and he answered the criticism upon fraternities in a most fair way. The matter of dormitories for the men students had been a source of anxiety from the opening of the college. Many of the fraternities from time to time rented houses for their own use. They constantly talked of owning houses such as were common at many other colleges. In 1895 the first definite step was taken toward this end. At the annual meeting of that year the trustees set aside a portion of the north campus to be used as sites for fraternity chapter houses, but many years were

to pass away before these houses were an accomplished fact.

A chair of English language had been created with an eye to the improvement of the written and spoken word among the coming generation and placed under the direction of that well-remembered friend, J. Scott Clark. The subjects of the essays written for his classes show a closer view of the world outside, at least, on the part of Professor Clark. Included in the list for the winter of 1892–93, were: "Ought there to be complete commercial reciprocity between the United States and Canada?" "Ought a system of responsible leadership to be submitted for our present committee system in Congress?" "Does a high protective tariff increase wages?" "Should the United States establish a postal telegraph system?" "Should the United States construct and maintain the Nicaragua Canal?" "Is the Nihilist agitation in Russia entitled to the sympathy of a free people?" "Is the pending bill for Irish Home Rule for the benefit of the British Empire?" Their political interest asked: "Ought the present system of nominations to be abolished?"

Social problems were included in a discussion as to whether or not a Federal amendment should be secured giving the Federal government exclusive control over divorce. A revival of interest in the feminist movement repeated the old question: "Should a constitutional amendment be secured giving the right of suffrage to women?" Perhaps the most significant subject, one that most nearly indicated the trend of public thought, was: "Should the State attempt to improve the housing of the poor?"

Well-known specialists from the world outside the academic life brought the best thought of the moment to the

university. Lyman J. Gage lectured on "Banks and Banking"; Major R. W. McClaughry on "The Best Methods of Dealing with Crime"; Gen. William Sooy Smith on "Progress in Engineering"; David B. Dewey on "Credits"; Franklin MacVeagh on "The Tariff"; Elisha Gray on the "Effects of Electricity on Civilization"; and Judge L. D. Thoman on "Civil Service Reform."

To increase the student interest in timely subjects, David B. Dewey established a prize of one hundred dollars to be awarded each year to the student in political and social science who attained the highest grade in a special examination. During the same year, Mrs. Cassie Scott Cushing, a graduate of the class of 1880, offered a similar prize to the writer of the best thesis on a subject connected with municipal government.

Science, too, made its advance. Dr. William A. Phillips, of the class of '83, created a scholarship in biology for the use of instructors and advanced students in the biological department of the College of Liberal Arts, which secured to the recipient the use of the advantages of the Marine Biological Laboratory at Wood's Hole, Massachusetts.

From farther afield came Prof. Basil L. Gildersleeve, of the chair of Greek at Johns Hopkins University, to deliver a course of lectures on Greek art and literature. John B. Kirk bore the expense. A breath of Europe came with Prof. Percy Gardiner, of Oxford, and Prof. William Knight, of St. Andrew's. They may be regarded as the precursor of the present Harris lecturers. Professor Gildersleeve's subjects proved so popular that it was found necessary to use the Methodist Church in order to accommodate the many townspeople who wished to hear him. The lectures were later published in the name of the uni-

versity and are perhaps the first instance of the kind at Northwestern.

Two events played a large part in the work of Doctor Rogers' administration: a revaluation of the university's Chicago property had increased the income of the university, and the World's Columbian Exposition, held in Chicago in the summer of 1893, had changed and enlarged the outlook of the Mid-Western mind.

To the cause of education the World's Fair of 1893 had incalculable value. The Anthropological Building alone showed to the average man what their learned folk meant when they begged for more money for scientific courses. At last they saw the human side of science.

The great congresses brought together men and women interested in every phase of human improvement and development: Religion, education, science, law and art; each had its congress and its far-reaching after influence. Chicago never again could be a provincial town. In one short summer it changed to a world metropolis.

To Northwestern University, with all other Western educational institutions, the result of the World's Fair was deep and lasting. Not that their records show any great participation in the actual fair itself. Aside from the great inspirational speech made at a Chicago mass meeting by Dean Rena Michaels, in the interest of the Woman's Building, the university took little part in its inception. President Rogers acted as chairman of the World's Congress of Jurisprudence and Law Reform. The only exhibit made by the university was of astronomical instruments from the observatory. The students had holidays to celebrate the opening and closing of the fair, but the greater part of the fair took place out of term time.

However, the students and faculty had their individual experiences. Many of the men students pushed the "gospel chariots" or in other ways found employment in the fair precincts.

The only obvious additions to the university from the fair were the collections of ceramics and objets d'art, which the University Guild either purchased or received as gifts, and contributions to the Natural History Museum.

There was another side to the fair, its great humanitarian message. Here at last was made evident the trend of American thought and action in the direction of the amelioration of human suffering. Social science, that child of the *fin de siècle,* came into common notice. It quickly took root at Northwestern University, where Besant's "All Sorts and Conditions of Men" and Bellamy's "Looking Backward" were well known to the more thoughtful young people.

Even two years before the World's Fair the students had felt an impulse for service among the vast immigrant throng that was filling certain sections of Chicago. Young men discussed the Oxford movement and Toynbee Hall while they played tennis in one of Evanston's gardens, and in December, 1891, the Northwestern University Settlement was opened with Charles Zeublin, '87, as its resident secretary. Before leaving the university, Mrs. Rogers had raised funds for the present Settlement House. During the early years of the enterprise the house was occupied and the work of the settlement done mainly by university students. Such well-known graduates as Harry Ward, J. Russell Wilbur and William Hard served as head residents. The president and Mrs. Rogers were heartily in sympathy with the movement and Mrs. Rogers may quite rightfully

be considered the founder of the settlement. Throughout the ten years of their connection with the university, both Doctor and Mrs. Rogers gave the enterprise their help and sympathy.

CHAPTER X

Doctor Rogers had still another duty to perform for Northwestern. The arrangement of departments had remained much as it had been for the past forty years. In his second report he recommends dividing the department of natural history between two professors. This left Doctor Marcy free to devote himself to the subject of geology, while Doctor Locy was called to the chair of biology. The chair of philosophy, too, came under the new classification, and George A. Coe took his place in the university life. Professor Kellogg, who belonged to the old faculty, a man of great attainments and much beloved by the students, died about this time and Henry S. White took his place. At the same time Thomas F. Holgate joined the department as instructor; a year later the department was divided and he was created professor of applied mathematics.

When Doctor Rogers succeeded to the presidency history and political economy were taught by a single professor. A year later John Henry Gray took the chair of political and social science. The president recommended that history be divided into departments of European and American history, and by 1897 James A. James appeared as professor of history of Continental Europe. The same year Edouard Baillot became professor of romance languages and John Scott returned to teach Greek. Henry Crew, J. Scott Clark and James Taft Hatfield were already well established in their places in the college life. Perhaps the most brilliant figure of the whole group of new men came

to the Law School in 1893—John Henry Wigmore, then professor of law.

All these additions to the faculty were young men. All had equal standards of scholarship and responsibility with the old faculty. But their point of view was quite different and one in harmony with the spirit of the new age.

Educators of the mid-nineteenth century had still the old tradition that imparting knowledge was their sole work. To them the treasures of the past were theirs only to pass on to the coming generations as a precious heritage. Human knowledge to them was fixed, established, finished. Their duty was to see that it passed on, that the lamp was kept alight. Only in science advance was believed possible.

On the other hand these men of the earlier day held a very high sense of responsibility toward the young people in their classes. They aimed to make, so far as possible from the human material offered them, "scholars and gentlemen," and they at least succeeded in leaving upon their students a very distinct memory of what this term implied.

The younger generation of men felt that they had a further duty to perform. In addition to teaching, all were engaged in research and original work. Doctor Rogers, in the annual reports of his ten years' presidency, carefully informs the trustees of the books his faculty have published, their contributions to periodical literature and the addresses they have made to learned societies. The advancement of learning seemed to him and to his young faculty quite as essential to the well-being of the university as their work in the classroom.

Many other brilliant young men were members of the faculty at this time. Of them perhaps William Caldwell, from Edinburgh University, was the most picturesque. He

was Northwestern's first experiment with a European scholar. He occupied the chair of moral and social philosophy and his Scotch accent somewhat bewildered his classes; and his invitation to recitation, "Stand up on your legs and tell us a bit," was sufficiently arresting to find a place in the *Syllabus*.

Those named have in the majority of cases remained through the years and have become the bulwark and strength of the university. Their selection for the faculty is not the least part of the service performed for Northwestern by Doctor Rogers.

CHAPTER XI

With Doctor Rogers' advent college athletics found a sympathetic friend. The first year of his presidency, through his efforts with the trustees, a tract in the north campus was set off for athletics under the name of Sheppard Field, and football began to receive the attention it deserved. It was a new game even then the country over.

Eastern colleges had played a crude form of Association football for many years, but it was not until Yale had learned something of Rugby from playing games with a Canadian team, that football as it is known to-day came into vogue. The first intercollegiate football game in the United States was played between the teams of Harvard and Yale in 1876.

The new game at once became popular and spread rapidly. The athletic conference of Western baseball teams, held in 1881, seriously discussed forming a league to play football as well. But nothing came of it.

In November of that year the Northwestern college paper still harped upon the subject. "Why cannot we have a football eleven at Northwestern," said the *Vidette,* "which will do credit to the institution?" Ann Arbor had already challenged Northwestern to a game, but it had to be declined because no one really played at Northwestern.

In 1880 the *Vidette* secured the Rugby rules and published them in full. From this bit of journalistic enterprise interested students learned their first lesson in football.

During the autumn one game was played with Lake View High School, but "only one inning was played." In De-

cember, 1881, the subject of a league was again discussed, when delegates from the University of Michigan, Racine, University of Wisconsin and Northwestern met at the Grand Pacific Hotel to organize a new baseball league. Nothing definite was decided, but the *Northwestern* urged its readers "to begin practice and have a winning team."

Two years later at Thanksgiving, the paper deplores the fact that "unfortunately Northwestern has no football team composed of men who are weatherproof." Even as late as 1885 the *Northwestern,* after considering the rigors of the game, says that a team could have been chosen (at Northwestern) "which could have laid out any of the neighboring college teams, but no matches were played." Football did not win favor, but only criticism. It was looked on with disfavor in both the East and the West and pronounced a rough game.

At Northwestern elevens were formed in 1885 and 1886, but they received little attention in the face of the preeminence of baseball and the triumphant tug-of-war team which in 1888 were "champions of the Northwest," and two years later, in 1890, after defeating teams of Massachusetts Institute of Technology and Columbia, gained the title of Intercollegiate champions of the United States. In spite of these successes, tug-of-war proved to be unsuited to college sports. Interest in football rapidly supplanted it.

A vigorous committee on athletics came into being in 1886, led by Charles Zeublin. It was during the autumn of 1887 that the spirit behind Northwestern's football eleven crystallized and became effective. The University of Michigan again had challenged Northwestern to a game on Thanksgiving Day. The cautious element called atten-

tion to the fact that Northwestern's eleven was considerably out of condition, but after discussion among the players themselves and after a great deal of objection had been expressed, it was the general opinion of the team "that they ought to sacrifice their lives if necessary by this game against a team of giants in order to stir up enthusiasm among the players who will do battle for Northwestern university in coming years, the idea being to establish this as an annual institution."

The eleven was not called upon to make the supreme sacrifice upon the altar for future victories, for after all, the game was never played.

The same season the athletic committee proved that Northwestern's proclivity for initiating modern methods was not confined either to the deans of either academic or professional schools. They took the initiative in proposing to the baseball league, at the moment composed of the universities of Wisconsin, Northwestern, Beloit, Lake Forest and Racine, that an intercollegiate athletic association be formed to provide not only for baseball, but for football, lawn tennis, tugs-of-war and general athletics. The plan embraced an intercollegiate field day where in addition to the sports intercourse of the students would be beneficial. An invitation to the universities of Minnesota and Michigan to join the proposed league was part of the plan. While the idea met with favor, the league was not formed and the plan was not again discussed until 1895, and then by the conference of university presidents.

In the last year of Doctor Cummings' presidency, the eleven already numbered such players as Ransome Kennicott, Ridgeway, Moulding, C. D. Wilson and Paul Noyes.

In his annual report to the trustees of 1892 and 1893,

President Rogers devoted a section to athletics and carefully explained that a baseball diamond cannot be used successfully for a football field. Sheppard Field had proved more expensive to prepare than had been anticipated and the committee was without funds. The students themselves, aided by the alumni, had contributed some two thousand and five hundred dollars with which to build the grandstand. When this fund was exhausted the students erected the board fence which surrounded the field, from lumber contributed by one of the trustees.

Until Doctor Rogers' time athletics at Northwestern, and indeed in all Western colleges, was still entirely in the hands of the students. Now the increasing importance of athletics in college life brought it into public attention and involved criticism. Nothing but public opinion among the students themselves separated the amateur from the professional player. Little attention was given to rules forbidding students rather loosely connected with the university or those of unsatisfactory scholastic standing from becoming members of the teams. Because the professional schools were situated in Chicago, Northwestern could not draw from their ranks for athletic material. However, for many years candidates for all the athletic teams were accepted legitimately from both Garrett and the Academy.

Doctor Rogers and the demand of the times established the first form of faculty and university control of athletics. The first committee was composed entirely of members of the faculty. The result of their meetings showed the need of faculty committees, not only on athletics, but on administrative and social matters as well, and these committees ultimately were established as a recognized and desirable agency in university affairs.

An athletic committee was the most urgently needed. The original group, appointed in 1891, was composed of young professors, George A. Coe, James Taft Hatfield and John Henry Gray. Their work was arduous as well may be imagined. As a result, games with professional teams were forbidden; the schedule of dates involving absence from college were to be submitted to the committee and the president; no one who was not a student in good standing or who was deficient in his college work could take part in any athletic contest, and physical examinations were made obligatory. The next step was to give the students representation on the committee. In 1893 regulation of athletics was placed by the university trustees in the hands of a committee composed of three members of the faculty, three alumni and three members of the College of Liberal Arts. The rulings of this committee were subject to the decisions of the faculty of the College of Liberal Arts.

All this was not accomplished without much friction and some bitterness on the part of the student athletes and much opposition to football on the part of some of the authorities. In his report of 1894, Doctor Rogers put the question of whether or not football should be abolished at Northwestern University flatly before the trustees. But the time had not yet come for this drastic and unfortunate step.

Doctor Rogers further asked if it was not desirable to invite coöperation of other universities in suppressing football. The trustees recommended instead that President Rogers obtain coöperation of other universities in regulating the game. Other universities were perplexed by the same problem, and on January 1, 1895, a conference of presidents took place in Chicago, which has become famous

in football history. Those who conferred were Presidents Rogers of Northwestern, Angell of Michigan, Northup of Minnesota, Draper of Illinois, Adams of Wisconsin, Harper of Chicago and Smart of Purdue. Measures were adopted by this conference which rescued football in the West. A few years later the universities of Iowa, Indiana and Ohio joined the group and so formed the "big ten."

Meanwhile Northwestern's football players had been developing. Paul Noyes, who played at Northwestern in 1890, had spent a year at Yale and had returned ready to impart all the science and enthusiasm of the Eastern game to the eleven at Northwestern. Under his direction some of the greatest players of the time were developed.

In 1892 Van Doozer, Culver, Pearce and McClusky began their notable careers on the gridiron. Two games with Chicago resulted in scores of 0 to 0 and 6 to 4 in Northwestern's favor. Next year Griffith and Noyes and the famous half-backs, "Shorty" Williams and Jewett, played. Stimulated by the success of the varsity team all of the classes and many of the fraternities had teams and great games were played on the home field.

In 1895 that famous pair, Van Doozer and Potter, added interest to the game. "Van" had sacrificed his place on the life-saving crew to play, and his return to the game was signalized by victory. Other great names of these years are Oates "Keg" Pearce, Perry and Hunter.

In 1899 Doctor Hollister came to Northwestern as coach. The eleven was not so successful as it had been in the earlier years of the decade. Still, the showing was notable.

Football games on Sheppard Field were gay affairs. Smart tallyho coaches, with the jangling harness of the four-in-hand team, drove out along the shore from Chicago

to see the game. The coaches were drawn up in bright array on the open side of the athletic field. Many of the fraternities entertained coaching parties on these days, while the grandstand was as multicolored as it is to-day.

The setting of the field, against the waters of Lake Michigan, added a vivid background. The fence about the field and the neighboring oak trees carried their complement of small boys, who never failed to do their best at cheering even though they had escaped the ticket taker. Certain of Evanston's leading citizens of to-day well remember the loose board in the north end of the fence through which, if he were successful in eluding the watchful policeman, a small boy might crawl to shelter in the tall grass.

The visiting team was lodged in the old Avenue House and used the tower in the grandstand as a dressing room, while the home team dressed at Hatfield House, the first attempt at a dormitory on the campus. Outside the fence on Sheridan Road a row of milk and grocery wagons offered their tops to the drivers and their friends, all of whom were enthusiastic supporters of Northwestern's eleven. Altogether, Sheppard Field was the scene of much cheering and many victories.

The new athletic field on Central Street, on land given long ago by Orrington Lunt, has held many a record crowd, but it lacks the beauty and intimate social quality of the little field on the north campus.

With the beginning of the new century Northwestern suffered from unsuccessful teams until McCornack came from Dartmouth as coach. The season of 1903 was one of victory and Northwestern held her own until the disastrous period from 1906 through 1907, when football was forbidden at Northwestern. From this check the sport has never re-

covered. During those years, players on high-school elevens lost the habit of going to college at Northwestern. The university trustees, faculty and students forgot the spirit of unity of purpose which must stand behind a team to make it victorious. Social engagements took precedence of training for football, and constant change of coach added another cause of disaster.

The elevens of late years have had many star players, men whose names are those to conjure with, and who through hard individual effort have manfully tried to win games. Such men as Dixie Fleager, Hightower, Driscoll, Palmer and McElwain have held the admiration of university and community alike.

Indeed, the university eleven has had much in common with George Washington, who won admiration for his defeats. The student body and the North Shore public have stood loyally behind the games in good and evil days. With sufficient football material secured to the freshman classes, the winning eleven will ultimately emerge. Those who listen to the wonderful cheers of the students in the face of defeat, without a doubt know that the spirit of the under-classmen is a thing with which to conjure.

CHAPTER XII

Early in 1891, in Doctor Rogers' administration, Orrington Lunt had realized an old dream of his own and offered to the university fifty thousand dollars toward the erection of a library. The idea had long held his interest. In 1865 he had deeded to the university one hundred and fifty-seven acres of land near Evanston, fifty-four of which still remain unsold and constituted an endowment to the library. The building proposed would cost double the amount of the gift. Other generous friends contributed to the fund, among these the most considerable was that of Mrs. Robert Hatfield. The reading room was furnished by her as a memorial to her husband.

The high cost of building incident to the construction of the World's Fair in Chicago postponed construction until 1893. On its completion in the autumn of 1894 it was furnished with what was at that time the best system and equipment and had a capacity of 100,000 volumes.

The day of its dedication, September 26, 1894, was one that none of those present will ever forget. Many distinguished people had come for the celebration. The president of the university presided, the president of the University of Wisconsin, Charles Kendall Adams, and Justin Winsor, the historian and the librarian of Harvard, were the speakers. No one who was present on that day remembers what these speakers said, for the beautiful and venerable donor occupied the thoughts of all present.

Mr. Lunt had never been a man given to public speaking, but on that day he spoke as one who stood on the outer

shore of life. The heavenly radiance of the man's soul reached all who heard him. In this moment of culmination of the dream of his young manhood he seemed to feel with him the companionship of that early group who had begun the journey with him. But Mr. Lunt's message was not all of the past, he was too much at one with the life about him to forget the young people for whose use his library was built. To them he said:

"And if I may now speak a few words to the young men and women who are to gather here, that they may gain strength and enthusiasm for lofty purpose and noble endeavor, I would earnestly say to them—remember that, whatever you are, your chief effectiveness in life will be due to the high ground you take; that your weight in advancing any cause will be measured, in the end, by your standard of character. These are your years of apprenticeship. If leadership ever falls to you, you will need all the inspiration you may receive here, and all the power and skill that arduous work can give. Every consideration urges you to make the most of your advantages. The treasures of the past, the possessions of the present, and the promise of the future seem to one of my age, looking back upon many deprivations and an entire lack of these splendid chances, to be all yours for the seeking—all within your reach."

Three years later, on a March day, he called for his carriage for the last time and, accompanied by his faithful coachman, made a visit to every building on the campus in the oak grove he had discovered. He lingered longest in the building which bears his name. Then, with his strength almost gone, he went last to the new building of the school of music, then nearing completion. It was his

farewell. He balanced the books of Garrett, of which he had been treasurer for nearly half a century. This was his last earthly task. He died on the fifth of April, 1897.

In July of the same year Dr. John Evans, too, passed away. His genius for leadership, his wide interests and his generous gifts have been of inestimable value to the university. The work of his later life was extended to fields which have made of him a national figure, and as such his story is yet to be written. So at the end of the century Northwestern lost its two first friends.

The campus now presented a lively appearance, for Annie May Swift Hall, too, had been built, and before long Fisk Hall usurped the lake shore.

Doctor Rogers inspired the planting of more trees and shrubbery and begged that the grass might be mowed "as a duty to the community." William Deering contributed the iron fence and the gates which now were needed. The town greatly resented the locking of the gates of an evening for the campus had always been a favorite spot. But Evanston had ceased to be a village of idealists alone. "The conduct of certain persons has become a nuisance," said the official report.

At least one "old grad" on a visit to his alma mater, taking his wife for a reminiscent stroll on the campus by moonlight and unaware of the new regulations, found himself locked inside and in danger of summary justice.

CHAPTER XIII

The growing sense of altruistic activity that marked American development during the last years of the closing century at last found a concrete outlet in the Spanish War.

On the night of February 15, 1898, the *Maine* was blown up in Havana Harbor. Nowhere did the disaster arouse more excited indignation than in the Middle West. At Northwestern the students were alive with interest from the moment the news came.

On Sunday, April 2nd, the president of Garrett, Charles J. Little, preached in the Methodist Church "a profound and moving sermon, on America's duty to intervene in Cuban affairs." The students filled the great galleries of the church and were fired with the appeal of the cause. Plans for a great patriotic meeting were at once on foot, but the recognition of Cuban independence by Congress and the actual declaration of war made student demonstration of sympathy unnecessary.

April 25th, at the close of morning classes, a mass meeting of students was held in the chapel in Lunt Library. Some of the more imaginative undergraduates had ready a somewhat over-rhetorical song, "We're marching to Cuba." President Rogers, as is the function of the older and wiser heads, gave sage counsel against the danger of being swept away by undue emotion. Other speeches were made by the well-known professors, Pearson, Holgate and Hatfield, and by undergraduates, E. R. Perry, '00, Andrew Cooke, '99 and E. W. Rawlins. There was but one mind in the student body; the only discussion lay in the wording of their

declaration of conviction. The lively debate resulted in the formal resolution that,

"Whereas, our country has accepted the duty of armed intervention to terminate Spanish misrule in Cuba, and it is probable that the Government will call for service in the army and navy, be it

"Resolved, that we, the students of Northwestern University, hereby affirm our hearty and loyal approval of the course adopted by Congress and by the President in the present international crisis, and our confidence in their ability to conduct this war to an early and successful issue,

"Resolved, that we regard it as the duty of every student, as a citizen, to render to the Government the highest service that lies in his power,

"Resolved, that we elect a committee of three to receive and enroll the names of those who will enlist, and place themselves at the disposal of the Governor of the State of Illinois for service.

"Resolved, that the committee so appointed be requested to ask the executive committee to provide the men so enrolled with competent military instruction,

"Resolved, that the president be requested to lay before the committee for the regulation of athletic sports the question of the advisability of directing the athletic work of the university into forms which shall prepare for military service."

The last resolves showed that, as usual, Americans were ready to serve the cause of right, but they totally lacked technical knowledge.

One man in the whole university organization stood ready for the call. Col. Charles Rudolph Koch, at that time secretary of the Northwestern Dental School, was ready with a completely organized, thoroughly trained and equipped regiment of more than one thousand and four

hundred men. Six days before the declaration of war, Colonel Koch offered the Government this regiment under his command. It was the first volunteer regiment in Chicago and had been organized under the auspices of the Union League Club and the Loyal Legion. It consisted of picked men, more than half of whom had served either in the army or in the National Guard. Nearly all the officers were men of experience. By an irony of fate at a time when trained men were so sorely needed, this regiment, to its own intense disappointment, was kept in Chicago for protection of the city and the state, and never saw camp or active service. However, nearly seven hundred men, who had received training under Colonel Koch, saw service in the regular army and navy and the volunteer regiments from the different states.

On the campus in Evanston, some fifty students and members of the faculty had signed as provisional volunteers and drilled daily on Sheppard Field. Among the number were students who had attended military schools and upon them devolved the instruction of their fellow volunteers. Chief among them were three young theologians, R. V. B. Dunlap, '02, and the brothers Raeder, of Garrett. The squad realized their needs so greatly that they made a voluntary subscription to secure the services of a retired officer of the Regular Army, Capt. Daniel Robinson, who served for a short time as overseeing drillmaster. They had no arms or other equipment. After a month of intensive drill, interest waned, for the prospect of serving as a university unit grew remote. The volunteers then enlisted as individuals wherever opportunity offered. Only an avowedly incomplete list of Northwestern University's students who took part in the Spanish–American

War is in the possession of the university at the present time.

Early in the war the idol of the student body, for his athletic achievements, Joseph Hunter, left college and joined the Rockford Rifles. He was captain of the football team, pitcher of the baseball nine and famous for his hurdling and high jumping. His departure made a stir in the campus world and there was great rejoicing when he received his commission as second lieutenant while in camp at Chickamauga. He saw active service from July to September under General Miles in the bloodless capture of Porto Rico.

Northwestern's most interesting connection with the war came through the experience of James Taft Hatfield, a graduate of 1883, and at the time of the war professor of German. Professor Hatfield enlisted as an ordinary seaman, and on the supposition that superior intelligence is at once recognized, he was put in command of a group of the roughest volunteers being shipped from Chicago to the port of embarkation. Having managed to convoy his charges without disaster, on arrival at port he was assigned to duty on the converted ocean liner, *Paris,* now hastily metamorphosed into the U. S. Cruiser *Yale.* The liner had been taken over from the American Steamship Line, with its full complement of stewards, stokers and engine operators. These men felt no call to fight the Spanish and deserted in a body. The war waited and the government authorities hastily engaged a full complement of operatives from an alien steamship company. These men seem to have been quite willing to risk war in exchange for the almighty dollar, but when the naval commander and his noncombatant servitors met, it was found that they spoke no English.

Great confusion reigned aboard the U. S. Cruiser *Yale*. In those days no card catalogue of the volunteer's accomplishments existed or was even thought of by the organizers of the Volunteer American Military Forces. By some Yankee intuition the fact became known that there was a seaman aboard who could communicate orders in a foreign tongue.

Promotion followed the discovery. So Northwestern furnished the chief yeoman of the *Yale*. In addition to his duties as translator and chief clerk, Professor Hatfield acted as captain of a five-inch gun, and tradition says that his crew attained a high grade of proficiency in markmanship.

For the next month the *Yale* served as headquarters for General Miles, commanding all military operations at the "front," which meant the entrance to the bay of Santiago. After the fall of that port, the *Yale* took part in the capture of Porto Rico. With the end of hostilities in the Carribean, Professor Hatfield applied for release from service in order to finish work on a new issue of his edition of "Hermann and Dorothea." By the beginning of the college year, he was once more at the head of his department.

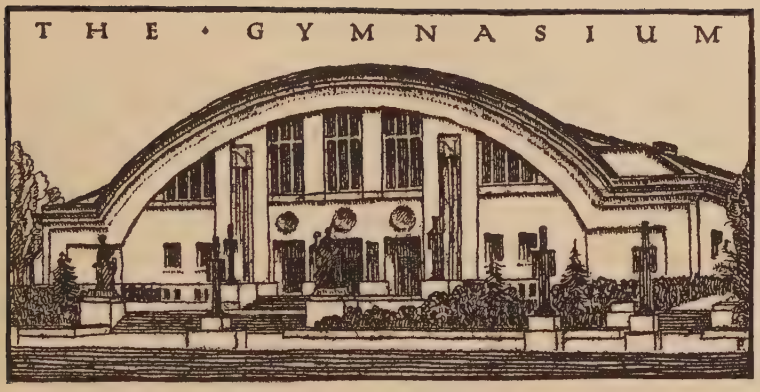
Several other Northwestern men saw service in Cuba and one or two remained with the army and went to the Philippines, where they served through the insurrection. Among them was David Hanson, who twenty years later his university was to honor for his sacrifice in a greater war. Dr. G. F. Meyer, later a graduate of the Dental School, was one of the three survivors of the massacre of Balangiga, P. I., in 1901.

Of the goodly representation of the university in the Spanish War, no man lost his life, but the early death of Herbert G. Keppel, instructor in mathematics, who served

with the Y. M. C. A. at the camp at Chickamauga, was directly attributed to the results of typhoid fever contracted during his service.

In the autumn of 1898, the students celebrated the Peace Jubilee. A procession marched from the Woman's Hall to Lunt Library where President Rogers presided over the assemblage. Two students who had seen service were the orators, Joseph Dutton and Andrew Cooke. The latter's subject was: "The War, and Some of its Political Aspects."

The Spanish war left little or no effect upon the university. The greater number of the men who served returned and completed their courses. But from that time on, the country had perforce to regard itself as a world power, life grew more complex and to the young people problems arose that had not troubled their predecessors.



BOOK V

THE AGE OF THE GREAT DEANS

CHAPTER I

With the approach of the new century the university realized its increasing years. The anniversary would mark also the semi-centennial of its charter, and the Founders' Day celebration was inaugurated in commemoration of the event. President Rogers and the trustees saw in the occasion an opportunity to make an appeal for funds. The Evanston campus, without considering the Chicago departments, was in crying need of additional buildings. The trustees issued an appeal to Methodism of the Northwest to return something of the gifts they had received in leading citizens among the fifteen thousand graduates.

They pointed to the great State universities growing up through the Middle and Western States and to their neighbor, the new and privately endowed University of Chicago. Northwestern must measure her strength with them if she was to maintain the position to which she had attained.

"We have no gymnasium," they said, "yet the training of the body is recognized in our age as essential to perfect working of the mind. And the tremendous demands of modern life follow physical weakness with failure.

"We have no museum for natural history; no auditorium large enough for us to assemble all our students for prayer or for any notable occasion.

"The first endowment of $5000 has been converted into property of $5,000,000. Since the opening of the university, it has received an endowment of $900,000, but of this amount $772,000 was contributed by just six men. From the whole Northwest to whose children the service of the

university has been given, only $128,000 has been contributed. Only the courage and wisdom of its founders has brought even its present moderate prosperity."

President Rogers himself was placed at the head of the committee to solicit donations. He accepted the commission with courage and determination. Then, quite suddenly, from what causes it is fruitless now to inquire, President Rogers resigned.

"The time has now come," he said in his letter to the trustees, "when in my judgment it is best for me to retire. . . . All that I hoped to accomplish has not been attained, but I have the satisfaction of knowing that the university is in excellent condition." Within a few weeks and as soon as the fact of his resignation was generally known, Doctor Rogers received and accepted an invitation from Yale to become professor of equity and corporations. Three years later he became dean of the department of law.

President Rogers shares with Hinman the fame of doing great constructive service for the university. Hinman's plan is still the goal toward which faculty and trustees aspire. President Rogers provided the framework and organization through which this goal might be attained. He found a loosely attached group of schools of varying excellence and small scholastic opportunity for the student, and he left an institution organized to go forward to take its place with the best universities in the country. True, it still lacked buildings, equipment and sufficient teaching force, but the framework was ready for whatever his successors chose to build.

Within a year, in the interregnum during which Doctor Bonbright acted as president, the Tremont House property was acquired. After extensive alterations to adapt it to

university uses, the schools of law, dentistry and pharmacy were housed under one roof. The step led directly to an increased feeling of solidarity and community of spirit among the students of the professional schools.

The building is in the heart of Chicago's business district. More than this, it is located on historic ground. The original building, destroyed by the Chicago fire, housed many a political and historic figure in its day. Here Stephen A. Douglas often lived and here he died. More arresting still is the memory that from the balcony of the old hostelry, Abraham Lincoln addressed the crowds of 1858, and a few days later, while still a guest in the house, he wrote the challenge which resulted in the memorable Lincoln–Douglas debates.

The celebrations in honor of the dedication of this building marked at once in the public eye, the position the university had now taken in the country at large. Justice Oliver Wendell Holmes, of the Supreme Court of the United States, came to Chicago to make the address on behalf of the Law School. On Founders' Day, 1903, President Hadley of Yale, James Barr Ames of Harvard, Albert Benjamin Prescott of the University of Michigan and William Williams Kean of Jefferson Medical College took part in the ceremonies.

The schools themselves again were revivified under new deans whose names to-day are recognized as those of men who lead in their several professions. John Henry Wigmore became head of the Law School, and Dr. Greene Vardiman Black, "Father of Modern Dentistry," assumed control of the Dental School. Both had been connected with the faculties of their respective schools for some years.

In 1902 Edmund Janes James accepted the call of the

trustees to the presidency. Doctor James came to Northwestern as to a dream fulfilled. For he had been often heard to say that he would rather be president of Northwestern than of any other university in the country. He had a brilliant record of achievement to offer. He came of a family deeply rooted in Methodism. Both his father and his grandfather had been Methodist ministers and he himself was a faithful and enthusiastic supporter of that church. He had spent his freshman year at Northwestern, but had completed his course at Harvard. He then studied at the University of Halle, where he received his Ph.D. On his return to the United States he came to Evanston as principal of the town's high school. After further study in Germany he became professor of finance and public education as well as director of the Wharton School of Finance and Economy at the University of Pennsylvania. During his twelve years of service in this capacity he organized the graduate school, one of the first to be established in the country. He again visited Europe as the representative of the American Bankers' Association to study commercial education, of which subject he became the first authority in the educational world. In 1896 he came to the University of Chicago as professor of public administration and director of University Extension.

His inauguration as president of Northwestern was one of the most brilliant occasions in the history of the institution. Delegates from more than two hundred colleges and universities of the United States were present at the ceremony.

The university, in many respects, had grown more cosmopolitan. Prof. James A. James had attended the four hundred and fiftieth anniversary of the University of Glas-

gow as the official representative. Nearer home, Doctor Bonbright returned to the scene of his youthful labors to represent Northwestern on the occasion of the two hundred and fiftieth anniversary of Yale. President James, as his first official act, was present when Johns Hopkins marked its first quarter century, and a year or two later he was present at the installation of Woodrow Wilson as president of Princeton.

President James continued the work of his predecessor, Doctor Rogers, by further consolidating the organization of the professional schools with the university. He was a man with a distinct gift for leadership. It was soon found that he had both vision and understanding of the needs of the several departments, and his advice came to be greatly valued by men who had been many years in the faculty. He had that great gift in an administrator, the power to delegate authority and distribute responsibility. He required a high standard of work from those under him and knew how to secure it.

His own special work lay in the realm of promotion and publicity, a department in which he excelled and which he greatly enjoyed. Through his attainments and his own personality he gained the friendship and support of trustees, faculty, alumni and students. Almost immediately he became popular with the townspeople. Doctor James was quick to see where Hinman's plan could be furthered. He, too, had the vision of a great Methodist university, fed by a network of smaller colleges whose students would naturally attend Northwestern for advanced and graduate work. He emphasized the lack of religious influence among students in the professional schools the country over, and he designed that Northwestern, with its professional schools

in the first rank, should no longer lack this essential. "There is no reason," he said, "why a student of medicine should be less of a Christian than a student in liberal arts," and his hearers unhesitatingly agreed with him. To this end he visited the Rock River Conference and made a notable address wherein he reviewed the past of the university and outlined his plans for the future.

Doctor James greatly desired to increase college spirit, but he found conditions greatly against its natural development. The number of students in the College of Liberal Arts had doubled in the previous decade and he saw no reason why this increase should not continue if equipment and teaching force could be provided. The great problem, both practical and social, lay in the absence, aside from Hatfield House, of dormitories for the men students. The only housing offered was in the homes of Evanston. The population of the town was not of a kind to provide rooms, unless in exchange for service from men who were earning their own support. The fraternities in very few cases had rented houses. As a general rule, the fraternity had a room called a "hall," in one of the business blocks. But this supplied very meager social opportunity and at best to a favored few. The gymnasium, such as it was, was housed in the shabby little brick building built by the students themselves twenty-five years before. There was no common meeting place of any kind for the men students. As a result they haunted the parlors of Willard Hall, where the only touch of comfort or home atmosphere was to be found.

This state of affairs was far from desirable on many accounts. President Rogers, during his administration, had called attention to this fact more than once. In the list of

necessary buildings asked for in his last annual report, student commons and a club house are in the list of necessary buildings for which funds ought to be immediately forthcoming.

President James went even more into the detail of the students' needs, as he saw them. "A university is an organic being," he said, "with a peculiar subtle life of its own." But Northwestern, at the beginning of the new century, had no place in which this organic life could properly function. Nor has it to-day, in spite of the great strides taken since the gift of the great gymnasium by Mr. James A. Patten and the building of the dormitories and fraternity houses. The need of a building of sufficient size to hold all the students on the Evanston campus is self-evident.

The social and recreational needs of the Evanston campus can only be satisfied and the proposed university union can only successfully function when this need is recognized.

The college year of 1902–03 was made notable by one more visitor. April second Theodore Roosevelt, President of the United States, came to Evanston as the guest of the university.

There was no difficulty in enticing the students from the professional schools to Evanston that April morning. They filled a special train which drew into the now vanished "St. Paul Station," directly behind the President's car. Several companies of United States Infantry and two troops of cavalry stood at attention. The town joined in the welcome voiced by the mayor, who was James A. Patten, and a delegation of prominent citizens, among whom were several of the university trustees, accompanied the procession. Tradition says that such a variety of silk hats has seldom

been seen. The military band sent from Fort Sheridan struck up a lively tune and some of the citizens, somewhat precariously mounted on horseback, performed evolutions not on the program.

The cavalcade moved up Sheridan Road to Orrington Lunt Library. At the moment of arrival, a battery of artillery parked behind the building fired the proper presidential salute. Here President James and the faculty stood waiting to welcome their distinguished guest. The photograph taken at the moment shows Theodore Roosevelt standing with President James beside him, Dr. O. F. Long in the foreground, and well-known trustees, among them James A. Patten, H. H. C. Miller and J. C. Shaffer, are recognized in the group.

Presently the procession moved through the campus. President Roosevelt was conducted to a temporary platform on the east side of University Hall where crowds of delighted students and townspeople listened to an earnest and characteristic speech from the President, in which he made happy reference to the degree conferred upon him by the university ten years earlier and spoke with admiration of the students of the life-saving crew.

Certain paragraphs of his speech so impressed the student listeners as they stood in the bright April sunshine, held in spite of their young restlessness by the virile power of the man, that they printed them in the next issue of the *Northwestern:*

"If the man has not got in him the desire to count, the desire to do good work in whichever line he adopts, then scant is our use for him.

"Now it is a great thing to have a safe and strong body. It is a better thing to have a sage, a strong and a vigorous

mind. But best of all is to have what is partly made up of both, partly made up of something higher and better—Character.

"President James has said that still after two thousand years it is a subject of discussion as to exactly how much a college education does for a man or a woman. It seems to me that the explanation why that is still a question is after all very simple. If either the boy or girl, the man or woman, has not got the right stuff in him or her, you cannot bring it out." The students roundly applauded.

The President stood under the shade of one of the campus elms. It will one day bear a tablet to record the only visit ever paid to the university by a President of the United States while he was in office. Cleveland and McKinley passed through the town and were greeted by enthusiastic crowds at the station, as they spoke a word or two from train platforms. Lincoln came before his election, and Taft, when he gave his Armistice Day speech, had been out of office for several years. Calvin Coolidge visited the campus while he was Vice-President. He did not address the students, but he made a brief speech to a group of college presidents who were meeting in Harris Hall at the moment.

CHAPTER II

The university, seemingly traveling a broad road to successful accomplishment, now met with a sharp arrest. President James received an invitation to become the president of the University of Illinois and he at once decided to accept. His term at Northwestern extended through thirty months. Brief as was his presidency, Edmund J. James left the university farther along on its journey than he found it. He may be said to have set it on a hill where it could be seen. The university has had a number of able administrators, men of great vision of the requirements of a modern university. President James alone had the instinct and ability to dramatize these features. Of publicity in its highest and best sense, he was past master. He brought Northwestern University forth from the quiet shades of its oak grove and the content of its little city and set it beside the great and recognized institutions in the country. From that moment the university had perforce to choose if it would keep in the forefront or sink back into obscurity.

The loss of President James would have been disastrous had the university had less preëminent men in its faculty. The professional schools were each under a dean of the first rank. Directing the College of Liberal Arts was Thomas Franklin Holgate, not only of the first attainment in his own subject, but one who had proved his administrative ability. In addition to this he had a spirit of devotion to the university in keeping with the traditions of the fathers of the faculty. Doctor Holgate was asked to become

acting president and, because of his great qualities of mind and spirit, he accepted. He had come to the university some ten years before as instructor and later professor of mathematics. Northwestern was again to see in him the spirit of Doctor Noyes revived, for he, too, had been professor of mathematics.

Doctor Holgate, because of his experience as dean, came to the presidency with an intimate knowledge of administrative problems and a clear vision of the future of the institution. He at once set to work to systematize the financial administration and recommended that the university learn to live within its income, that it consolidate the plans already initiated, and that it develop "those parts of the work which could be gained with least expenditure of money." To this end he gave attention to the cultivation of friendly relations with the smaller colleges of the Middle-Western States in order to attract their students to the professional schools and to such opportunities as the university then afforded for graduate work.

He was fortunate in already having the friendship of the students on the Evanston campus. He had always a deep sympathy with young people and this spirit added greatly to the work he was able to accomplish during his periods of administration. For this was but the first of Doctor Holgate's services in the presidential chair. Perhaps it was this very sympathy with the student that made so successful the celebration of the fiftieth anniversary of the opening of the university in 1904–05. For this celebration gave to the university the vision that it had a past as well as a future.

The first step in this awakening came with the publication of the "College Alumni Record" in 1903. It was the

work of Prof. Charles B. Atwell, and with this book came a realization of what the university, through its College of Liberal Arts alone, had accomplished. The brief biographies of men and women who had gone out from its doors for fifty years past showed a record of solid achievement. Not a few of the alumni had taken high place in the world, all with but a few exceptions had shown a fine grade of citizenship whether in great or small circles. Scattered thickly through the Middle West and in goodly numbers from the Atlantic to the Pacific, they were doing the world's work valiantly. Even in Europe and the Orient some had made their mark.

Two years later, in 1905, the "History of Northwestern University," in four volumes, was published under the editorship of Dr. Arthur Herbert Wilde, of the department of history. The alumni and the students read the record with a great pride in their alma mater.

The celebration of the half century did not, however, focus on the past but on the present and the fair prospects of the future. The trustees, under the leadership of James A. Patten, determined to pay the debt and enlarge the endowment. They had at the moment a debt of one million and a quarter dollars mostly incurred through making improvements on the Chicago holdings.

They still lacked those essentials of a university of the first rank, a Graduate School and a School of Technology.

The first gift came from Mrs. Gustavus F. Swift and her son, Edward F. Swift. It took the form of the Swift Hall of Engineering. Next, Milton H. Wilson deeded land in Wilmette representing $200,000. William Deering followed with $350,000. Mr. Patten, together with N. W. Harris and John R. Lindgren, gave $100,000, and other

members made up the sum of $200,000 more. As usual the money came from the small group who had given so generously through the years.

What appealed far more to the students was the opening of the new athletic field on Central Street. For several years past all the football games had had to be played on borrowed ground in Chicago. Now they were prepared to do great things. The field was dedicated with some ceremony. Mayor Edward F. Dunne, of Chicago, presented the ball to the captain of the eleven. The university band made for gayety and, crowning event of all, Northwestern beat Beloit that day and so broke a long record of defeat.

It was at the close of this celebration that the trustees announced the advent of a new president, Abram Winegardner Harris, a man not yet fifty years of age. He was a Philadelphian by birth and early training and he had taken his college course at Wesleyan. After teaching mathematics and history for some years in various Eastern schools, he went abroad for study at Munich and Berlin. On his return he spent some years in the service of the United States as assistant director of Experiment Stations of the Department of Agriculture. In 1891 Doctor Harris accepted an invitation to become president of Maine State College. Here he succeeded in transplanting the idea of the State University as it has developed in the Middle and Western parts of the country, to New England, and his new charge emerged reorganized as the University of Maine. From Maine, Doctor Harris went to the Jacob Tome Institute, a school which had been handsomely endowed, but which still lacked defined purpose. Here he also achieved such success that by 1906 it could be truthfully said of him that he had organized three institutions in

the preceding years. In him, Northwestern University found a leader who could continue the work of his predecessors on a larger and even more liberal plan.

The installation took place on Commencement Day, 1907, in the Auditorium at Chicago. The Vice-President of the United States, Charles Warren Fairbanks, was the speaker of the occasion. Bishop William Frazier McDowell, who had succeeded William Deering as president of the board of trustees, performed the usual ceremony of presentation of the keys and charter. Marshals invested the new president with the purple gown and hood, worn of later years by the presidents on official occasions, and led him to the official chair while the A Capella Choir chanted a choral benediction. The inaugural address gave promise for the future:

"To keep and hold this University, to maintain her ancient ideals, to broaden her service; to seek out youth of God-given promise; to enthrone teachers of quickening power; to find men of generous means and to enlist all these in united devotion to the public good; to advance the boundaries of human knowledge; to enrich human life with song and science; to hold in reverence old men, old books, old learning; to face the future with hope unquenchable, with labor untiring, with faith unterrified; and in all things and above all things love truth—these are my prayers for the University." The ceremony closed with the conferring of degrees upon five hundred graduates.

One year later President Harris succeeded in combining in one commencement for the first time candidates for degrees from all the schools.

CHAPTER III

Athletics long since had taken a firm hold at Northwestern, but the desire for an adequate gymnasium was still unfulfilled. The students viewed with increasing distaste their dilapidated brick gymnasium building. "It was born old," explained William Hard, in an appeal to the alumni. President James, three years before, had quite openly told the trustees and public alike that there was no chance for Northwestern until she had a real gymnasium.

Again as in the 70s, the students tried to provide a building for themselves. The alumni entered into the plan and agreed to raise $50,000 which, with other pledges, would furnish $100,000. The students somehow managed to raise a fund toward this end. They even went so far as to have plans drawn for their building. Still the scheme languished. Perhaps the unsettled state of university life at the moment was responsible for the cessation of interest. It was at this time that the trustees forbade intercollegiate games, and there was no football team for two seasons.

So matters drifted along until the June of 1908. During a convocation ostensibly called to promote college spirit, after student "stunts" and a speech or two, President Harris arose to tell a story.

"One day a few weeks ago, I was eating my lunch in the city," he said, "when I saw a friend beckoning me. I went over and sat down beside him. During the conversation he asked me how much Northwestern needed. I plucked up my courage and said, 'One hundred thousand dollars.'

" 'Can't you raise that before I call you?' he asked. I

did and this friend has given one hundred and fifty thousand dollars for a new gymnasium. His name is James A. Patten."

The students were electrified. They would hardly believe their good fortune until the donor himself arose to confirm the news.

"Few people realize how much the trustees have wished for a new gymnasium, but I don't give it for their sakes," said Mr. Patten. "Students change frequently and regularly. I don't give it to you directly. President Harris cannot be here always. It is not for him that I give this donation, but I do give it to Northwestern, which will be here for ever."

Once out of doors the news spread rapidly. Cheers violent and prolonged could not alone express the student emotion. Bonfires were swiftly kindled and speeches and songs filled the air until daylight.

The original gift grew as plans developed, and before the building was done Mr. Patten had spent nearly twice his original gift. No one who saw his face on the night of the dedication when the great festival chorus broke forth into the university hymn, "Quecumque sunt vera," can believe that he regretted the cost.

When Spencer, of 1860, saw the new building on his first visit since his graduation, he looked back over the years to the little seed he himself had sown. From the sixty students that then made the university he had collected ten cents each and with six dollars bought a vaulting pole, an upright and a horizontal bar. This simple apparatus was set up in the southwest corner of the campus. From the six dollars, in fifty years had grown one of the finest university gymnasiums in the United States.

Once more Northwestern University was oriented from Evanston. Commencement, 1909, was held in the new gymnasium. At last the university had an auditorium at its disposal which would accommodate all the graduates from all schools and departments. The Governor of Missouri, Herbert Spencer Hadley, an alumnus, delivered the address. The week was one of special festivity. The first of the North Shore Festivals occupied several evenings. Among other entertainments the Dramatic Club gave the Latin play, "Phormio," in an English translation, done in a style designed to convey the spirit as well as the meaning of the dialogue. Modern slang on the lips of actors in classical garb gave piquancy to the occasion.

The gymnasium and Swift Hall of Engineering were but the first of a series of new buildings. The long-needed men's dormitories came next. Seven of them were fraternity houses and four open dormitories built in quadrangles. Three are named for the university's first presidents, Hinman, Foster and Haven. The fourth, Lindgren House, bears the name of John R. Lindgren, who gave the money for its erection.

The gift of Harris Hall soon followed, designed for the use of the departments of history, political science and economics. It is named for its donor, Norman Waite Harris, who dedicated it to the advancement of government, citizenship and social service.

CHAPTER IV

The young people of the new century believed that they had taken great strides beyond the horizon of their predecessors. With the introduction of the telephone, interurban electric railroads and rural free delivery, their home life had a broader contact with public affairs. The world was theirs, and they could prove it. The main thought of the nation for years past had been directed toward better educational facilities and methods. Schemes for their training, both mental and physical, filled the newspapers and magazines. Lecturers from home and abroad assailed the ears of the elders, in church and club, with demands for the rights of children. It was a fundamental part of the great campaign for human rights, seen in the industrial and social movements which were on every man's tongue.

The result was a self-confidence and a wave of self-expression among young people not entirely to the liking of their more conservative elders. Young people demanded as a right such things as they had only wistfully dreamed of in the past. It was a time of upheaval of which the outcome cannot even now be seen.

Not that their ideas were any less crude than those of their forerunners. The girls boasted editorially that "an up-to-date girl is not fitted to be the heroine of a novel . . . her mannish shoes incapacitate her for 'pacing the boudoir,'" forgetful that barely four years earlier the dean of women had some difficulty in eliminating dressing sacks and wrappers as the all but universal breakfast costume at Willard Hall, and the illustrations of the college magazine

show little difference in costume from the girls of ten years earlier. They scorned old-fashioned "grace and swanlike movements" in favor of the "mannish stride and Grecian bend." Meanwhile the classes in Delsarte proved most popular. They cultivated the primitive emotions to the extent of believing that their kind "does not faint; she grows angry more often than she weeps," and confidently assumed a mastery over life by the assertion that "she prudently calculates each move on the chessboard of life."

The young men were no less confident, but less vocal. Freedom took various means of expression.

Hours of relaxation found satisfaction in visits to the Davis Street restaurants, where the greater part of the men students took their meals, The Columbia, Muno's and O's, where that picturesque philosopher, O'Flaherty, gave advice and correction with food of low price.

Opportunity knocked at the door of all. Cecil Rhodes' bequest opened another avenue to a larger world. A Northwestern student, Wendell David, received the appointment as the first Rhodes Scholar from Illinois.

The speakers in the students' lecture courses show a curious vibration between the taste for old and new. William Dean Howells balanced Edwin Markham in 1899. Six years later a favorite was Jack London.

Among the speakers who appeared in university circles were Josiah Royce, of Harvard, whose subject was "Some Limitations of the Thoughtful Public in America," William Jennings Bryan, who addressed the History Club on "The Power of an Ideal," Joseph Jastrow, and Ben Greet.

Bare lists of names are not interesting in themselves unless they revive a picture of the times and fix the state of the public pulse, as does the remembrance that in the year

1908 the Student Lecture Course, now given for the maintenance fund of the Y. M. C. A., heard Bryan give his lecture on the "Prince of Peace," as well as LaFollette, G. Stanley Hall, and S. S. McClure.

Certain well-known campus figures appeared at the beginning of President Harris' term. Mary Ross Potter, who became dean of women, Willard Hotchkiss, Roy C. Flickinger, and Robert Edward Wilson. With the exception of Professor Hotchkiss, all were graduates of Northwestern.

The campus now was alive with plans for the future. Landscape architects presented schemes for its beautifying. Paths were laid out, trees and shrubbery planted, seats placed at strategic spots. Town and college rejoiced when the order was given to unlock the gates on summer evenings. President Harris early suggested the lantern procession of commencement week, when the oak grove took on quite a fairylike appearance.

The city of Evanston had grown rather away from its founders and benefactors with the passing of years. It was only when a new church society needed land that it bethought itself of its ancient mother. For almost every one of the modern church societies has received its land on most generous terms from the university.

Certain citizens, chief of whom was one of the trustees, wishing to preserve the lake frontage as a perpetual park for the town, had given land extending from Greenwood Boulevard to Davis Street to the city for a park. When the town was plotted, the university had given to the city the shore land extending from the campus south to Lake Street, and this included a right of way for a drive following very nearly the present Sheridan Road. This left a

small piece of land between the two gifts still in the hands of the university, and this was now presented to the town for park and driveway purposes. By the deed of gift, this land may be used if needed as a site for an art gallery, an ungratified need of both city and university. A piece of land also was given to the village of Wilmette to complete its shore-line park.

When the town suffered from a serious epidemic of typhoid fever, the university did not wait to be consulted, but took the initiative in proposing the plan of the present filtration plant and promptly offered a gift of land, valued at that time at $20,000, upon which the city built.

The latest gift comes from both the university and Garrett Biblical Institute to the Western Theological School for the use of land upon which to erect new buildings. The school is to be removed from Chicago and will be built on the west side of Sheridan Road and facing the Evanston campus.

In 1916 the university again was without a president. Doctor Harris, after ten years of service, accepted his election as corresponding secretary of the Board of Education of the Methodist Episcopal Church. He left the university far better equipped than he had found it. Two schools had been added, those of Commerce and Engineering. Both were created to fill a demand of the time. Thirteen new buildings and a better campus showed the result of his administration.

Dean Holgate again became president, *ad interim,* and again his administrative powers made themselves felt. The statutes of the university were revised, the duties of president, deans and faculty were defined, and a Board of Ad-

missions covering all the schools of the university was created. However, acting President Holgate's great service at this time lay in his devotion to the university during the difficult years covered by the participation of the United States in the World War.

Note: Material, in part, found in "Significant Chapters in the History of Northwestern University 1905–1923" by Grace Hoadley. Thesis M. A. unpublished.

BOOK VI

THE WORLD WAR

"Service is the price we pay for
the place we occupy in the world."
GEORGE WASHINGTON WEBSTER

CHAPTER I

When the university assembled for the autumn term in September, 1914, the first issue of the *Daily Northwestern* made no mention of an event that was to turn the world upside down, and vitally affect every young man and woman in the institution. The Great War had been going on for two months, but apparently these young editors, wrapped in the contemplation of their own affairs, did not see its significance. Only in the second issue did they announce that they would print from time to time an account of the war, furnished from a strictly impartial source by one "who has no prejudices."

Among the faculty and alumni the war was making more impression. Before November was over, Gaston Pieyre, instructor in the department of romance languages, who had joined the French army as a lieutenant, was seriously wounded. B. S. Hutchinson, medical, '06, joined the Canadian army in 1915. He speedily won promotion and as a captain was the first man in his brigade to win the Victoria Cross. On the other side of the line, Titus M. Berti, of the class of 1913, one of the European students, had been killed while serving with the Austrian army, and Lieutenant Albert Jaster, a student in the Dental School, had received the Iron Cross. William J. Williams, ex '95, already was treasurer of the American Fund for the Relief of Belgium, under direction of Herbert Hoover, and in this capacity he handled successfully the millions of dollars contributed for this work during the entire period of the war.

Early in the war Dr. J. Gordon Wilson, also of the fac-

ulty of the Medical School, while serving in the medical division of the British forces, invented an ear protector which saved thousands of men from suffering shell shock.

Dr. George Edward Meyer, of the Dental School faculty, and a graduate of the Dental School, made as notable a record of constructive achievement during the war years as any of Northwestern's sons. Doctor Meyer's war experience began in the Philippines where he served in the United States Army, from 1900 to 1903. He was a member of the relief expedition to China and, as has already been mentioned, was one of the three survivors of the Balangiga massacre at Samar, Philippine Islands. For this service he was in possession of a certificate for Distinguished Merit. Early in 1915 the British War Office sent a request to America for a complete hospital unit covering all departments. The unit was immediately organized and Doctor Meyer was appointed its oral surgeon. Up to this time there had been no hospitals devoted to oral surgery for the British army. Doctor Meyer devoted the time of his stay in England, en route to the front, to a study of the needs for dentistry among the British troops, where he found a very serious deficiency of service. It is now well known that the English forces were astonishingly decimated from disabilities due to the bad condition of their teeth.

The Chicago unit ultimately operated in an evacuation hospital near the front lines. Here Doctor Meyer began his great service to the British army which resulted in the introduction of oral surgery on a modern scale into the British Medical Service. In fact, at the time of Doctor Meyer's arrival, there were "about six dentists to serve the million of men Great Britain had under arms on the Continent." This did not apply to the Canadian regiments who

had each a dentist with the rank of captain, but even they had no oral surgeons.

In the course of his dental work Doctor Meyer encountered in the hospitals cases of fractured and mutilated jaws and faces. "I was successful," he says, "in most hospitals in inducing the colonel in command to hold these patients over long enough to allow me to place some kind of splint . . ." In this way the British surgeons in these hospitals became convinced that the jaw cases should be treated mechanically as well as surgically. Ultimately Doctor Meyer was given a wing of a hospital with proper equipment for the assembling of all such cases from hospitals maintaining 20,000 beds, and he was put in command of the Oral Surgery Department of the British army. The British themselves established several dental infirmaries, and later in the year the arrival of the Harvard unit, with full equipment for an oral surgical hospital, somewhat relieved the situation. After a year of service, Doctor Meyer returned to America, having received the most commendatory official letters from the British authorities. After the entry of the United States into the war, he devoted his energies and experience to training the Officers' Reserve Corps in the Northwestern Dental School and in giving courses in war surgery, in different parts of the country.

Helen Scott Hay, who graduated in the class of 1893, from the outset of the war gave preëminent service. Going to the Eastern front she supervised hospitals and organized schools for nurses in such centers as Kiev, Sofia and Philipoppolis. She received as official recognition of her service honorable commendation from both the governments of the Russian Tsar and the King of Bulgaria. At Com-

mencement, 1923, the university conferred upon her the degree of Doctor of Humane Letters, in recognition of her services as an "apostle of modern humanities, exponent to foreign lands in American methods in hospital service: the Florence Nightingale of to-day."

Another woman graduate who gave fine service was Frieda L. Martin, M.A., graduate of 1915, who served with the American Medical Expedition at Grandene on the Vistula. Miss Margaret Knight, formerly assistant dean of women and head resident at Willard Hall, a civilian with Hospital Unit No. 12, the Northwestern unit, was recommended for a British decoration as a reward for brilliant work. She went as assistant dietitian and also as interpreter, as previously she had spent several years in residence in France. In Sir Douglas Haig's New Year's list (1919) of those mentioned for "devoted and efficient service," Miss Knight's name was included. Her mother received a letter from the British commanding officer to whose command the unit was attached, which states, "in controlling her men and maintaining their morale, she has not been surpassed."

Other former students whose records are not available undoubtedly saw service with the Allied armies. Many are known to have engaged in the various kinds of relief work and their names will be found among those who drove ambulances, served in Red Cross units and in the Y. M. C. A.

The university records of the services rendered both before and after the United States entered the war are still very imperfect.

The United States declared war on Germany, as everyone remembers, on Good Friday, 1917. The university

was closed for the Easter recess, and the *Northwestern* was not issued until the following Monday, so that the record of the first expression of the students is lacking. However, an impromptu mass meeting did assemble in the gymnasium on the afternoon of Easter Day. Speeches were made and an invitation given to the men to join either the Illinois National Guard or the Naval Reserve, by officers of both branches of the service. Professor U. S. Grant urged the students to volunteer at once and not wait for what he called "conscription." Before a week had passed, other councils prevailed and at the formal mass meeting, called at Fisk Hall on the twelfth of April, cards prepared by the Intercollegiate Intelligence Bureau were used and the men students registered their various qualifications as an index for service and, on official advice, to a great extent awaited results. The students of the medical, dental and engineering schools were cautioned especially against hasty enlistment in non-technical capacities as their services were so greatly needed where their technical knowledge would be put to the most effective service. Almost at once the faculty of the College of Liberal Arts announced that students of good standing might withdraw for war service without impairing their prospects of degrees. This privilege applied also to men entering the Y. M. C. A. and Red Cross units.

Early in February the American flag was unfurled on a pole erected between University and Harris Halls. It was a notable occasion for the national emblem had not flown on the campus since 1912 when the old pole standing near Heck Hall was blown down.

On February 6, 1917, the faculty discussed making military drill compulsory, and later in the spring Prof. Philip

Fox, director of the observatory, who had seen service with the 20th Kansas in the Philippines, assisted by E. A. White, began to give drills to the students on the north campus. Before long Professor Fox joined the first officers' training camp at Fort Sheridan and, having received a major's commission, began his brilliant military career. Meantime, through the good offices of Toronto University, a professor of military tactics was secured. William Waldo Lang, a young Canadian officer incapacitated by wounds for further service, took charge of military instruction. A more contented state of mind among the students was induced through a telegram from Gen. Leonard Wood stating that it was much better for men in colleges and schools to remain where they were, until the plans of the Government for mobilization were announced, provided military instruction was being given in preparation for active duty.

So the university passed the days through commencement. By autumn the draft law was in full operation and service-star flags hung in the windows of many Evanston homes. Here and there a gold star shone.

The university service flag, presented at Chapel, April 5, 1918, by President Holgate, showed 1120 stars.

The entire number of undergraduates, alumni and former students known at present to have been under arms, was 2911 men, and this does not include the S.A.T.C.

The majority of these men held commissions. Northwestern has but one major-general in the list of her sons—George Hamilton Cameron, a graduate of West Point and a man with a notable record in the service in the United States Army prior to the Great War.

Early in the great war General Cameron was stationed at Camp Kearny and later at Camp Greene. He then went

overseas and commanded the Fourth Division, Regular Army, through the battles of the Marne. In August, 1918, he was promoted to the command of the Fifth Army Corps, A.E.F. In this capacity he engaged in some of the fiercest fighting at St. Mihiel and the Argonne-Meuse. This brave officer has to his personal credit a prominent place among those who led in the battles which brought about the final triumph of the Allied armies.

The war emergency aroused anew the old community spirit. The townspeople and the faculty joined in a common cause. The campus women knitted, sewed and made surgical dressings which were cleared through the Evanston Branch, Chicago Chapter, American Red Cross.

In addition to this work, which was done under the direction of Mrs. Thomas Holgate, the young women students engaged in the war activities of various other wartime organizations. Three of them even took the course given at the Illinois Training Farm for Women at Libertyville. Dean Potter served on the Board of Directors of this interesting experiment in training women along lines of practical agriculture.

In matters relating solely to the College of Liberal Arts the girls did valiant service in many lines. One of the most important was to carry on the student newspaper—the *Northwestern.* A board of young women editors kept the paper going during the two years of war, although from motives of economy it was published only once a week.

As the natural result of war conditions, certain courses were little needed during this period. Because of the depleted faculty those who were left undertook subjects quite foreign to their specialties. It is somewhat reminiscent of early times in the university. The professor of Greek

taught freshman English while a member of the philosophy department taught mathematics. The professor of Latin became assistant lecturer on "War Aims" and the school of music furnished a teacher of English.

The university, with the Evanston War Council, provided mass meetings held in Patten Gymnasium. The seating capacity of five thousand was often strained on these occasions. At the most stirring of these meetings, Captain Knyvett was the speaker. It was but a short time before his death, but his voice rang through the great hall and held the audience enthralled. Only less successful was a meeting where Captain Rosselli, of the Italian army, received an enthusiastic welcome. These meetings served to stimulate and encourage the population who could not enter more actively into the war. All the vacant property of the university was plowed up for war gardens, and talks on food conservation and thrift and kindred subjects found ready listeners.

Looking back to the days of the Civil and Spanish Wars, the times seem less coherent, because so few personalities stand out from the mass. The university was now composed of many schools and thousands of students. The village in the wilderness had become a city of thirty thousand inhabitants. The two old friends, or shall we say, Mother and Child, had grown away from each other during the years, but the great crisis of the war showed that after all they are of one blood. The streets of the city swarmed with students in khaki and blue. The Great Lakes Band gave concerts, sometimes in the park by the lake and again under the trees on the campus, while the provost guard marched about keeping order and rounding up stragglers.

The use of learning in American life at last found its

place in the Great War. When the call came for extraordinary service in any of the countless departments involved in drafting, assorting and transporting, feeding the army and civilians at home and the allies abroad, it was to the universities that the Government turned for help.

Taking Washington as the great national stage, something of a picture of this service might be drawn. Among all the educational institutions doing really notable war work, "Northwestern occupies what may be termed a good third place," wrote Dean Wigmore to President Holgate, June, 1918, at the darkest moment of the war. "Harvard and Columbia have the largest and most notable contingent."

The roster of Northwestern's faculty contains four colonels and several majors, but their service is not represented by their rank. Each of these colonels held a place of unique responsibility in the headquarters at Washington. By means of their special training and expert knowledge they were able to be part of the motive power, rather than the cogs in the great machine.

Walter Dill Scott, a graduate of the class of 1895 and professor of psychology, at the moment of America's entry into the war was on leave of absence that he might direct the Bureau of Salesmanship Research at the Carnegie Institute of Technology, Pittsburgh. On the night of April 5, 1917, he was in Philadelphia in attendance on a meeting of the Council of the Psychological Association. This body that night voted to mobilize the psychologists of America for service to "win the war." Consequently it was his privilege to come into almost immediate contact with the A.E.F.

Upon declaration of war, Professor Scott presented to

the authorities in Washington his ideas for classification of personnel for the army about to be created. By sheer force of character he overcame the opposition of tradition and precedent. The old system of hit-or-miss assignment of men to the various phases of military service was abandoned when he began his active duties, July 6, 1917, under the Adjutant-General in Washington. Professor Scott served throughout the war as director of personnel in the army. For reasons making for opportunities for better service, he declined a commission and served as a civilian until three weeks before the armistice, when General March ordered that Professor Scott and his staff should be commissioned with rank commensurate with the responsible work they had so successfully carried on throughout the war. Consequently he was given a colonel's commission in recognition of his great service.

His task was twofold—a study of the army organization to determine where ability of various kinds was needed, and the development and supervision of an army personnel system to discover the abilities possessed by the enlisted men so that they might give the most effective service in the country's cause. Before the war was over, the qualification cards were well known to the entire country. Because of Professor Scott's service, no electrical expert served with mistaken zeal as camp cook, nor did the distinguished linguist curry mules. Both of which misfortunes occurred time and again in the great British volunteer army, where the fashion of earlier times prevailed.

The rating scale for officers was another of Professor Scott's notable achievements. By this method standards of human ability were established and promotions governed

by its scale. Through the cordial coöperation of General Pershing, constant liason was maintained between the divisions of the work of personnel on both sides of the sea.

To establish this system instruction was needed in all camps and headquarters and to this work Northwestern furnished Professor Scott's colleagues, acting President Thomas F. Holgate and Dean James A. James. Both of these men somehow found time to give this instruction in various parts of the United States, while at one and the same time they carried on the university, keeping it in active operation in spite of the absence on war service of large numbers of the faculty from all departments.

In May, 1919, Colonel Scott was awarded the Distinguished Service Medal with the following citation:

"Col. Walter Dill Scott, United States Army (discharged). For especially meritorious and conspicuous service in originating, organizing, and putting into operation the system of classification of enlisted personnel now used in the United States Army."

He is now a colonel in the Officers' Reserve Corps. At the close of the war he returned to Evanston and became president of the University in 1920.

In the Surgeon-General's Department was Dr. Franklin H. Martin, a graduate of Northwestern Medical School. He had in fact the stupendous task of mobilizing the surgeons of the country for war service, a function centered in a committee of the Council of National Defense, of which Doctor Martin was chairman, consisting of Surgeon-General Gorgas, Surgeon-General Braisted, Surgeon Blue, Professor Welsh of Johns Hopkins, Professor Vaughn of the University of Michigan, Lieutenant-Colonel Simpson of Pittsburgh and the brothers Mayo of Rochester, Minne-

sota, which served as a "clearing house between the several governmental departments dealing with the medical problems, and the civilian medical profession."

No one man in Washington during the days of the war was better known than Dr. Franklin H. Martin, and throughout the country as well. His definite accomplishments include, in addition to the mobilization of the American medical profession for service in the army, navy and public health, the organization of the state and county committees of the Council of National Defense, of the volunteer medical service corps, and of the civilian nurses for coöperation with the army and navy. He also mobilized the dentists for army and navy service. At the same time Dean Arthur Black, of the Northwestern University Dental School, was doing valiant work at Washington, and over the country at large, to secure for dental students the same status as was given to medical students under the draft law.

Doctor Martin also aided in securing a bill for increased rank and recognition for medical officers, and in making a comprehensive survey of the civilian hospitals of the country to ascertain in what way they could best be of service to the country. He was given the rank of major on entering upon his duties. In September, 1918, he was promoted to a colonelcy. Shortly before the armistice he went overseas on a special commission to visit London, Paris, Rome and the devastated regions. He was made by the British government a Companion of the Order of St. Michael and St. George in recognition of his services.

Allen Buckner Kanavel, of the class of 1880, Medical School, and professor of surgery, had been a member of the old Medical Reserve Corps and so entered active service with the rank of major. He was given charge of the de-

partment for the maintenance of the surgical efficiency of the United States Medical Service, attached to the Surgeon-General's office in Washington. His duties took him to all parts of the country on inspection of cantonments. In the summer of 1918, Doctor Kanavel's duties transferred him to France, as consultant in general surgery of his department with the A. E. F., having headquarters at Neuchâteau. His duties took him through the days of terrible fighting in the Argonne, where he did service in keeping the temporary hospitals in line with the rapidly moving troops when the base hospitals were left far behind. He was promoted to the rank of colonel during this period.

At the close of hostilities Doctor Kanavel resumed his work at Northwestern Medical School.

Dr. Frederick A. Besley, professor of surgery, organized Hospital Unit No. 12, the well-remembered university unit, and as a lieutenant-colonel he saw more active service than any other member of the faculty. In addition to work with his own unit he was also consultant of the second American Army Corps, which served with the British near Soissons. He, with Doctor Mandel, was afterward in service in the Somme Valley and Belleau Wood.

Dr. Frank Billings, who was graduated from the Medical School in 1881, was a member of the American Red Cross Mission to Russia in 1917. On his return he served on the staff of Governor Lowden, his fellow alumnus, and organized the medical service in connection with the draft board. He also was a member of the State Council of Defense of Illinois, a major in the medical service of the American Red Cross, and finally became a colonel of the medical corps of the United States Army and served under the Surgeon-General and the Provost-Marshal General at Washington.

Doctor Billings' eminent position in his profession made it possible for him to do noteworthy service in all of these capacities.

Doctor Billings was awarded the Distinguished Service Medal, with the following citation:

"Col. Frank Billings, Medical Corps, United States Army. For exceptionally meritorious and conspicuous service in the organization and administration of the Division of Reconstruction of the Medical Department."

The Medical School furnished to the United States Army six colonels, nine lieutenant-colonels, and to the navy five lieutenant-commanders.

John Henry Wigmore, dean of the Law School, made his first contribution to the Allies in 1915 when he assumed the editorship of "Science and Learning in France," a book designed to voice the appreciation of France by American scholars. As a recognition of the success of this work he received the ribbon of the Legion of Honor. As early as August, 1916, Dean Wigmore had been appointed one of the first six Judge Advocates in the Officers' Reserve Corps, newly organized by a recent Act of Congress. In consequence he was ready for orders on the declaration of war and was assigned to duty in the office of the Judge Advocate General with the rank of major. Under the Provost-Marshal General his work was chiefly concerned with the selective draft, which registered on cards, descriptive of their capabilities, 10,000,000 men who might be eligible for military service. In connection with this work Dean Wigmore was made chief of the division of Statistics and Auxiliary Agencies. In February, 1918, he was promoted to be a lieutenant-colonel and five months later a colonel. He is at present a colonel in the Officers Reserve Corps.

On the recommendation of the Judge Advocate General, Dean Wigmore was presented by the United States Government with the Distinguished Service Medal, with the following citation:

"For exceptionally meritorious and distinguished service to the Government in connection with the administration of the Selective Service Law during the war. He originated and put into execution an excellent system of classification of registrants, and his sound judgment and ability for analysis contributed materially to the success of the department.

Robert Wymess Millar, also of the law faculty, served with Colonel Wigmore and in the department of the Judge Advocate General. He ranked successively as major, lieutenant-colonel and colonel.

Another member of the faculty who did valiant service in Washington was John F. Hayford, dean of the School of Engineering. As early as 1915 Dean Hayford was a member of the National Advisory Committee for Aëronautics. On the declaration of war he was summoned continually for consultation and in June entered officially into Government service. He devoted himself to the invention and practical application of instruments for making free flight tests of full-sized airplanes.

In this work he and his associates were so successful that before the end of the war six new instruments had been developed and manufactured, making the required tests possible. One of these instruments proved to be a totally new invention and has been patented in favor of the Government of the United States. Because of the character of Dean Hayford's work and its service to the general development of aëronautics, he was not released from Government

duty at the time of the armistice until another year had passed. In the autumn of 1919 he returned to the School of Engineering.

The School of Commerce provided the Shipping Board, and later the War Trade Board, with the services of its then dean, Arthur Emil Swanson. His work lay primarily with the non-military aspects of the war, in research and improvement of these agencies, to which he gave unique service.

The same school furnished Horace Secrist, who became statistician for the tonnage section of the Division of Planning and Statistics of the United States Shipping Board. Under this rather uninteresting title, dwelt a service of vital importance to the winning of the war, for it functioned in behalf of the plans of the entire Inter-Allied Maritime Council. As the result of the statistical work done under the supervision of Professor Secrist, the files of the United States Shipping Board contain information on the shipping of the world which could be of inestimable value in the development of the policy of an American marine.

Prof. W. Lee Lewis, of the chemistry department, was early summoned to the Surgeon-General's office for work in the newly organized Food Division. It was not long, however, before he asked to be transferred to the American University Experiment Station where research was being conducted in offense gas warfare. He received a captain's commission in Ordnance, U. S. A., Dec. 9, 1917, and was in charge of an organic research unit.

It was in this branch of the service that Professor Lewis made his contribution to chemical warfare in the discovery of a new war gas known as Lewisite or methyl. So

deadly is this gas that its discovery has been considered one of the first human guides to universal peace. It is a proud record of the service that during its manufacture no workmen employed in the factory died from its effects. At the end of the war sufficient Lewisite had been manufactured to destroy the population of the United States. The Government was greatly puzzled to know what to do with this product. Finally it was transported in large iron containers, by slow train and infinite caution, to the seaboard. It was then shipped out fifty miles to sea and lowered into water three miles deep. Major Lewis also gave other service less spectacular, but of more immediate value. He returned to Evanston in 1919 and assumed the duties of head of the chemical department to which he had been promoted during his absence.

Ralph B. Dennis, dean of the School of Speech, who served under the Y. M. C. A., went to Russia and was a witness to the many events of the revolution during the year following November, 1917, from Vladivostok, Petrograd and South Russia. During this period he was also American vice-consul at Moscow.

Prof. Edouard P. Baillot, whose heart and energy were deeply engaged with war from August, 1914, sailed for France under the auspices of the Y. M. C. A. in September, 1917. He directed seven "foyers" on the Alsatian front and entered Milhausen with the French troops in the last great drive. By a happy arrangement he was chosen to establish and direct the large "foyer" as Strassburg. The keys of the building having been taken in the retreat of the invaders, Professor Baillot had the pleasure of forcing the doors and, after a thorough house-cleaning, he gave a great fête in honor of the occasion, to which came many

notables, both military and civil. A year later he returned to his duties in Evanston.

These men are but a few of the list of the members of Northwestern's faculty who gave conspicuous service during the Great War.

Many of the alumni earned brilliant records in the service of the Allies, of which at the present time the university is without record. Of those who are recorded is Abel Davis, a graduate of the law school. He began his military career when he enlisted at the opening of the Spanish–American War as a volunteer in Company E, First Illinois, U. S. V. He served as a private in the trenches in Cuba until the close of the war.

He continued his connection with the militia and, having risen to the rank of major, went with the 1st Infantry to the Mexican Border in the summer of 1916.

On the day that the United States entered the Great War, Abel Davis joined the United States Army as a major of 131st Infantry, 33rd Division, and was assigned to Camp Grant as commanding officer. He was promoted to lieutenant-colonel in April, 1918, and a month later, as full colonel, sailed for France in command of 132nd Infantry, A. E. F. Throughout the remaining months of the war he continued in command of this regiment and took part in the following battles, engagements and skirmishes:

Third Corps, A. E. F., June 23rd to August 23rd, 1918; attack on Hamel, July 4, 1918; occupation of line in front of Amiens and Albert; occupation of Vaden line in Verdun sector west of Meuse, September 8th to 25th, 1918; Argonne-Meuse Offensive; Boise de Forges, September 26, 1918; attack with 17th French Army Corps east of Meuse, October 8, 1918; Brabant, Consenvoye, Boise de Chaume

Offensive, October 9, 1918; Boise de Chaume and Boise de Plat Chene Defensive, October 11th to October 20th, 1918; Boise de Fays and Boise de Forêt, Dannevaux Defensive, October 20th to 25th, 1918; Troyon sur Meuse Offensive, October 25th to November 11, 1918; Château d'Aulmois November 7, 1918; St. Hilaire, November 8, 1918; Marchville, Bois de Warville and Bois de Marchville November 10, 1918; Harville and St. Hilaire, November 11, 1918.

After the close of the war he remained in France until May, 1919 when he returned to Chicago and resumed his position as vice-president of the Chicago Title and Trust Company. On his discharge he was commissioned colonel in the U. S. O. R. C., and in 1922, as brigadier-general, 66th Infantry Brigade, 33rd Division.

General Davis, in recognition of his military services, has received the Distinguished Service Cross from the United States Government, with the following citation:

"Col. Abel Davis, 132d Infantry. For extraordinary heroism in action near Consenvoy, France, October 9, 1918. Upon reaching its objective, after a difficult advance involving two changes of direction, Colonel Davis's regiment was subjected to a determined enemy counter-attack. Disregarding a heavy shell and machine-gun fire, Colonel Davis personally assumed command and, by his fearless leadership and courage, the enemy was driven back."

Also the Distinguished Service Medal, with the citation:

"Abel Davis, colonel, Infantry Officers' Reserve Corps, then colonel, Infantry United States Army. For exceptionally meritorious and distinguished services as commanding officer, 132nd Infantry. He displayed in a marked degree the many and varied qualifications of a successful commanding officer of troops. In the organization

and training of his regiment he brought it to a notably high state of efficiency and morale with great thoroughness and in a remarkably short time. Afterward he handled it in all its actions against the enemy with marked success, displaying courage, resourcefulness, tactical skill and military leadership of the highest order."

France has made him an officer of the Legion of Honor.

Noble Brandon Judah, in 1915, joined the National Guard, Battery C, 1st Illinois Field Artillery. When the Battery was ordered to the Mexican border in January 1916, he was given command with the rank of 1st Lieutenant. He remained on this service until the following November and during the summer was promoted to a captaincy. In June, 1917, at the call of the President, Battery C, was again mobilized and became a part of the 149th Field Artillery commanded by Colonel Henry J. Reilly, and Captain Judah was promoted to Major. The command sailed for France in October 1917, as part of the 42nd or Rainbow Division.

This division has the distinction of serving more days in battle than any of the other American Divisions in France. They entered the war zone February, 1918, and were constantly in the advance to the day of the Armistice. Later they marched into Germany with the army of occupation. Soon after landing in France Major Judah was appointed Assistant Chief of Staff and transferred to the General Staff corps.

After the battle of Château-Thierry he was promoted to be lieutenant-colonel. In November following he was promoted to Assistant Chief of Staff, 1st Army Corps. He served with the army of occupation until January 24, 1919 when he received his discharge. In recognition of his

services he has received from the American Government, the Distinguished Service Medal. France created him a Chevalier of the Legion of Honor and presented him with the Croix de Guerre with palms. His Service Medal bears five bars, denoting the number of major battles in which he was engaged.

Another alumnus whose record is available is Nathan William MacChesney. He was well prepared by previous training in the National Guard of Illinois, Arizona and California and as a volunteer in the Spanish–American War with the 1st Arizona, N. G., and the 8th California Infantry. By 1911 he had become colonel, Judge Advocate General of Illinois, and under the Act of Congress, creating the new Officers' Reserve Corps, he was appointed one of the first six Judge Advocates, O. R. C., U. S. A. On declaration of war by the United States, General MacChesney as a major, U. S. A., served on the staffs of Major-Generals Barry, Carter and Wood. After a period of special duty in the office of the Secretary of War, he received appointment of lieutenant-colonel, U. S. A., and was assigned to duty with the Central Department. From Camp Custer and Grant he was ordered to General Headquarters in France, with the A. E. F. After the armistice, in the spring of 1919, he made a tour of inspection in Luxembourg and made a report upon the disciplinary conditions in occupied territory.

In recognition of his services, General MacChesney was promoted to the grade of brigadier-general "for long and distinguished service" and placed on the retired list of the Illinois National Guard, September, 1919, with the citation:

"Officially commended for services in the U. S. Army by the Commander-in-Chief of the American Expeditionary Forces in France, General John J. Pershing, and the Judge

Advocate General of the Army, Maj.-Gen. E. H. Crowder; by Major-Generals William H. Carter, Thomas H. Barry and Leonard Wood; by Brigadier-Generals C. H. McNeil, H. P. Howard, Chauncey B. Baker; by Acting Judge Advocate Generals of the U. S. Army, Samuel T. Ansell and John A. Hull, and by Acting Judge Advocate Generals of the A. E. F. in France, E. A. Kreger and Herbert A. White, 1917–1919.

"Officially thanked by U. S. War Exposition, U. S. Committee on Public Information, Chicago Association of Commerce and Illinois State Council of Defense; and presented with Commemorative Sabre 'in recognition of his fine spirit and efficient, invaluable and distinguished services,' September 1918.

"Recommended for Distinguished Service Medal by the Judge Advocate General for the American Forces in France and Germany as follows: 'For exceptionally meritorious and conspicuous service. As Chief of the Section of Dishonorable Discharge Cases, Branch Office of the Judge Advocate General in France, his breadth of view and executive ability contributed greatly to the carrying out of the policies established by the Secretary of War for the maintenance of discipline and proper legal procedure in our Army, 1919.'

"Also recommended for French Legion of Honor at G. H. Q., A. E. F., France, 1919 and for the British order of St. George and St. Michael and by Belgium and Italy for recognition of his services.

"Citation awarded by General John J. Pershing personally as of July 1st, 1919 'for exceptionally meritorious and conspicuous services in Office of Acting Judge Advocate General for American Expeditionary Forces,' 1922."

CHAPTER II

On the eve of the entry of the United States into the war, the International Committee of the Y. M. C. A. had made inquiry among the universities for men to give service in European prison camps and cantonments. Dean Holgate's reply was: "We can give you from our senior class, twenty as good men as can be found, not forgetful of the needs which may arise for service among our own troops." The financial support was less easily secured. Just at the moment of doubt the first great national drive for Y. M. C. A. funds was set in motion; Evanston's quota was $25,000. To this was added the sum necessary to finance the university unit, raising the fund to $40,000. The appeal met with such hearty response that $46,000 was raised by the citizens of Evanston and the university group of twenty-two young men sailed for Bordeaux. Four Northwestern men remained in France, while the others were distributed among the British army camps. As the United States became actively engaged in the war, this group of men gradually entered the fighting service and their places were taken by men who because of age or physical unfitness were disqualified for military service. By the following spring only two were left of the original company in the service of the Y. M. C. A. Among former students who served with this unit William Levere's name is specially noteworthy.

The Hospital Unit No. 12 had fifty Northwestern students in its roster under Doctor Besley. This unit was one of the first to land in France where it earned an envia-

ble record, especially with the British whose men it principally served. The hospital was stationed at Camiers, near Etaples. Through May, June and July, 1918, it was bombed by enemy air raiders every night that there was sufficient light to let it be seen. During a number of weeks it had to be closed because the bombing made it too unsafe to shelter wounded men. This unit was so distinctly felt to be Northwestern's that the trustees gave $5000 toward its expenses.

The Ambulance Unit, commanded by Dr. Stephen V. Balderston, an Evanston physician, was less fortunate in seeing active service. When war was declared by the United States it was the general impression that fighting was nearly over and many students, looking for the quickest way to reach France, thought it was not by way of the training camp, and enlisted in this ambulance unit. After many delays and disappointments the unit found itself at the camp at Chillicothe where they were in close associations with other units manned by Dunkards and Mennonites, whose religion forbade their engaging in military service. The Northwestern students, in spite of their efforts to secure transfers to fighting regiments, despaired of success, until the commandant of the cantonment, hearing their story, by special arrangement transferred forty-eight men to a supply train and sent them to France. Others went to officers' training camps and others became aviators. By January, 1918, only one student remained with the Ambulance Unit. It is a matter of record that seventy-five per cent of those transferred received commissions.

In a group of men so numerous as the students at Northwestern, there were some who were disqualified, for various reasons, from service. Many of these men, with town

men in similar case, formed a Home Guard to take the place of the militia. Strangely enough, this Home Guard experienced more fighting than many of the drafted men, even those who actually reached France. They took part in strike duty, and during the race riots in Chicago did valiant service under fire in what has been called the "Battle of Halsted Street."

Northwestern took its part in the experiment called the "Student Army Training Corps," as well as the Reserve Officers' Training Corps. When college opened in the autumn of 1918 a solemn service took place, when eight hundred men were inducted into the service. Together they repeated the oath of allegiance, while the post flag was unfurled. They were welcomed by President Holgate, and General Nathan William MacChesney made a stirring speech on the occasion. Even Old College was pressed into the service and became for the next two months an actual naval academy. This contingent, locally known as "Wilson's Jackies," marched daily to Davis Street for their rations and slept in the Swedish Theological School.

CHAPTER III

November 10th, Evanston, with all the world, sat listening for the peal of bells that would announce that the armistice had been signed, and then late at night reluctantly gave up hope for another day. It was about two in the morning that there was a stir in the air, and then the faint far-off sound from the whistles in Chicago. At first it was an eery sound that crept up the shore of the lake, growing louder and louder as each town took up the news and started its bells and whistles. Nowhere was there more tense excitement than among the women students at Willard Hall. The day before, word had been given that on receipt of the news of an armistice, the people would assemble in the churches to give thanks for the end of the war. Now that the word had come, one daring young woman telephoned Dr. Harris Franklin Rall, of Garrett, at the moment acting pastor of the Methodist Church. "Aren't we going to have a service?" she asked, and Doctor Rall rose to the opportunity. The news was telephoned to all the halls and by half-past two Doctor Rall had unlocked the church and lighted the chapel. This was hardly done before the students began to gather.

"I never felt so much like going to church in my life," said one of the girls as they trooped in. There were a few tears and some laughter. It was a tense moment for everybody. Two or three hundred people, mostly students, crowded the chapel. There was prayer and a word of thanksgiving, then the young people gave voice to their emotions in patriotic songs. The crowning moment came

when one of the French wounded officer students, still wearing his uniform of horizon blue, sang the "Marseillaise." Then the whole youthful crowd went forth to Davis Street to build a huge bonfire and execute a snake dance down the street and through Fountain Square. The solemn moment was gone, but it left its mark.

Next day the girls saw something of the wild rejoicing in Chicago, but with an unexpected caution, remembered the dean's words and came home when the celebration grew too boisterous. In Evanston they found a parade of school children and a mass meeting of students in the Patten Gymnasium. President Holgate presided, Prof. John Scott spoke, and Dean James introduced both the wounded French soldier students, who spoke. It was a meeting of much excitement and some tears.

By a happy chance, ex-President William Howard Taft had arranged to speak in the evening, and what had been advertised as a war meeting became a jubilation over the Dawn of Peace. Everybody came from town and university and the Great Lakes Naval Band played with unexpected fervor even after a long day spent in the Chicago parades.

It was not long before the R. O. T. C. and S. A. T. C. were discharged from the service of the United States, the barracks were torn down and the professors and students began to come home a few at a time from the war.

In the following spring a great banquet was held for the returned student soldiers. Each of them received a special service diploma and the same recognition was also given to every ex-student and member of the alumni, so far as recorded, who had taken part in the war.

Since the close of the war the university in coöperation

with the War Department has maintained an Infantry Unit of the Reserve Officers' Training Corps.

This training is purely voluntary and not required as it is in the State university. At the present time the R. O. T. C. has the largest unit recruited since it was established and numbers three hundred and seventy-five men of the Evanston campus and one hundred from the Dental School.

CHAPTER IV

THE university began to count its losses. A bronze tablet was placed in the entrance of University Hall bearing the names first recorded as having "Paid the full price of Liberty," as their memorial reads.

While the entire number of Northwestern men who gave their lives to the cause is not yet known, the students have not been forgetful of their comrades. Inspired by Dean James, the History Club raised $1,500 by student subscriptions and "The Avenue of Elms" was planted on Memorial Day, 1923. It is a beautiful and living memorial to the young lives it celebrates. In time, the arching elms will frame a pathway comparable to Addison's Walk. Planted to the east of the gymnasium, it leads to a mound on which is a boulder recording the names the university holds in remembrance. The tablet bears the names of seven men who fell in the Civil War and of sixty students, four of whom were women, who are known to have been killed during the European war.

The Civil War: Alfred R. Bailey, Alphonso C. Linn, Eugene A. Lyford, Henry G. Meacham, James Roseman, Charles H. Shepley and Edgar E. Wead.

World War: William Elvine Harwood, George Otis West, Earl Clay Adams, Harold Brownlee Adams, Allyn Taber Anderson, Paul Robert Applegate, Edith Ayers, Franklin Barney Bellows, David Kitto Billings, Edwin Everett Bond, Carl Adolph Brietling, Claude Melville Campbell, Martin Collins, Gordon Trevor Courtenay, John Howard Cranmer, William Edward Edwards, Jasper Joseph

French, Kelso Miller Garver, Andrews John Gerdin, Robert Tracy Gillmore, Clifford Clyde Gustine, John Guthrie, William J. Hamilton, David Thomas Hanson, Florence Hinton, Arnold S. Hunt, Edward Albert Iehl, Eugene Blanchard Jones, Clarence Henry Kranebell, Harry Brumfield Laird, Paul LeBaron, Michael E. Libonati, Count Rochambeau Lovelette, John Albert Luker, Thomas Cannon Lyons, Amiel Roy Messelheiser, Thomas Benton McCown, Conrad Ervin Mortenson, Richard Theodore Munzer, Frank P. A. Navagato, Weeden Edward Osborne, Charles A. Penwright, Lucile Pepoon, LaVerne T. Perrottet, Ward Wright Pierson, Frances Poole, William Cooke Pope, Merton Meyne Postle, Clyde Edward Prudden, Henry Joseph Roewe, Elton Bane Rogers, Frank Leon Seery, Edward Michael Sheehan, Isaac Elihu Springer, Henry Daehler Steinhaus, Lawrence Tower, Garland Lee Tucker, George Tupper, James A. Turner, Edward Newell Ware, Benjamin Wohl, Lawrence Joseph Wolpert, Franklin Wood, Helen Burnett Wood, Horace Elisha Wood.

No distinction should or could be made among these names, but when the story of their death is known it should be recorded. Of these men Lieutenant Weeden E. Osborne, of the Dental School, killed in action June 6, 1918, was the first American naval officer to fall. His heroic death while attempting to carry a fallen comrade to safety has been described by Floyd Gibbon in "They Thought We Wouldn't Fight."

Lieutenant Franklin Barney Bellows, aërial observer, 50th Aëro Squadron, U. S. Air Service, was the only member of his group, at commencement, 1917, to receive his diploma in uniform. Being under draft age, he volunteered for service soon after declaration of war and entered the

first Officers' Training Camp at Fort Sheridan. In September he volunteered for Air Service and received his training at the University of Texas. Early in 1918 he was ordered abroad and, after further training in France, he was ordered to the front near Toul.

On the morning of September 12, Lieutenant Bellows made a flight on a difficult mission and with exceedingly bad weather, with Capt. D. C. Morse as his pilot. At 6 A. M., September 13, 1918, Lieutenant Bellows with Lieutenant Beebe undertook a reconnaissance mission over the lines for the 82nd Division of the 1st Corps, First Army, in the Saint Mihiel section. He was successful in obtaining the valuable information he went to secure, but was killed in action by machine-gun bullets while flying not more than three hundred meters above the ground. Lieutenant Beebe succeeded in returning safely in the rear of the allied lines, landing at Brin, northeast of Nancy.

The following day Lieutenant Bellows was given a full military funeral and was buried in the American Military Cemetery, Sebastopol, near Toul Hospital No. 1, later moved to American Cemetery at Thiacourt, France.

On September 13th, posthumously, by order of General Pershing, he was awarded the Distinguished Service Cross in accordance with the following recommendation from his commanding officer: "I recommend Second Lieutenant Franklin B. Bellows, deceased, A. S., U. S. A. (observer), for the Distinguished Service Cross. On September 13, Lieutenant Bellows left the field at 6 A. M., with Second Lieutenant D. C. Beebe as pilot, to go on a reconnaissance for the 82nd Division in spite of extremely low clouds, high wind and mist. Penetrating to a distance of approximately eight kilometers at an altitude of not more than three hun-

dred meters, caused by low-lying clouds, into enemy territory, the machine received violent machine-gun fire and anti-aircraft fire from the ground, resulting in Lieutenant Bellows being hit three times by machine-gun bullets, which caused his death a few minutes after."

Under date of February 12, 1919, he was rated a junior military aviator, as recommended by the director of the air service, such rating to date from September 13, 1918.

Lieutenant Bellows, while in the university, had high scholastic standing and he was equally successful in athletics. He was a natural leader in campus life and when he joined the army he was equally a favorite with officers and men.

In one of his last letters he wrote: "I am having a good time and I know how to take care of myself. I am all ready for what is ahead of me."

He is remembered by the group who knew him best as "a sturdy type of our best American life, one who played fair, whether in games or in the more serious things of life."

David Thomas Hanson, whose name also appears on the tablet, has a boulder monument dedicated to his memory placed near the entrance to University Hall. This memorial typifies more than David Hanson's war service. It is a tribute to the memory of the man because of his fidelity to duty and enthusiastic coöperation in all forms of college life, a type to be commemorated by all Northwestern. Because of his kind of college record, he could be relied upon when the test came.

Although, while in college, he never attained scholastic, athletic or social distinction, he left such a record behind

him that it has been chosen to illustrate the best in Northwestern life.

David Hanson as a student volunteered for service in the war with Spain and served faithfully for two years in the Philippines. Returning to the university he was graduated in 1905. While in college he was interested in scholarship and never failed in a course, but he did not win Phi Beta Kappa. He earned the money to pay his way through college and he worked hard to attain this end. He was interested in campus life and did more than any other man of his time to make his fraternity a constructive element in developing college spirit. He loved athletics, but he never made the team. As a practicing physician in a Texas town he was known as a helpful friend as well as a doctor.

When the war came he volunteered for service. The war department records show that "he was the best loved officer of his division, and his tragic death makes clear the fact that his devotion to his men led him to make the supreme sacrifice. He was shot in the face by a German machine-gun bullet while performing an act of heroism in rescuing a wounded soldier."

His tablet reads,

In Honor of

DAVID THOMAS HANSON

Arts 1905–Med. 1909

Captain Medical Corps, 142nd Infantry, United States Army.

Cited by the French Government for bravery, "An officer of great courage. At St. Etienne, October 8, 1918, he rushed to the aid of a wounded man and was killed . . . He was a model of devotion."

Awarded the Croix de Guerre after death.

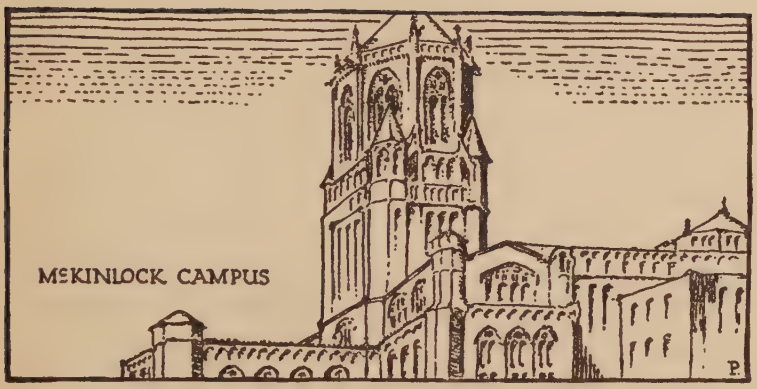
A student, beloved of his associates, generous, persistent, self-sacrificing.

He gave himself without reserve to his Alma Mater and to his country.

By the ALUMNI,
Nov., 1922.

"He played four years on the scrubs,—he never quit."

Note. Material, in part, found in an unpublished Mss., "Northwestern University in the Great War" by Clyde Leclare Grose, Ph.D. assistant professor of History.



BOOK VII

GREATER NORTHWESTERN

THE SCHOOLS

THE FACULTY

THE BOARD OF TRUSTEES

THE ALUMNI

CHAPTER I

At the close of the War, Lynn Harold Hough, a young clergyman of high attainment and winning personality, occupied the presidency for a brief period. His resignation was followed without interim by the election of Walter Dill Scott, professor of psychology, to the presidency. Northwestern now for the first time had a son of her own training as administrator. What was a still greater innovation, not only was Doctor Scott an alumnus—he was a member, not of the Methodist, but of the Presbyterian Church.

Walter Dill Scott was born in 1869 in Cooksville, Illinois. He was graduated from the Illinois State Normal University at Normal, Illinois, in 1891. In 1895 he took his B.A. degree from Northwestern University, and in 1900 he received the degree of Ph.D. from Leipzig University in psychology and education. The same year he was appointed instructor in psychology and education and director of the psychological laboratory at Northwestern University. In 1905 he was made professor of psychology and head of the department of psychology in the College of Liberal Arts. In 1909 he was appointed professor of advertising in the School of Commerce of Northwestern University, and in 1912 professor of applied psychology in the School of Commerce. The latter position, as well as that of professor and head of the department of psychology in the College of Liberal Arts, he held continuously for a number of years. He has also served as special lecturer at Columbia and Chicago universities, and as director of the Bureau of Personnel Research of the Carnegie Institute of Technology in Pitts-

burgh. During 1919–1920 he was president of the American Psychological Association.

He is the author of several volumes, of which his books dealing with the application of psychology to business are probably the best known. He has written the following books: "Die Psychologie der Triebe," "The Psychology of Advertising," "Theory of Advertising," "Psychology of Public Speaking," "Increasing Human Efficiency in Business," "Influencing Men in Business," "Science and Common Sense in Working with Men," "The Theory and Practice of Advertising," and "Personnel Management."

Following his war service, Professor Scott founded the Scott Company, engineers and consultants in industrial personnel. This company operates offices in Chicago, Philadelphia and Dayton, and has successfully applied personnel principles in many large corporations. In 1920 he was elected to the presidency of Northwestern University, which position he is now holding.

President Scott brought to his work a new conception of the place of the university in national life. In his inaugural address he said:

"Even those of us who are most closely associated with Northwestern University may think of the institution in various ways. One of us may think of her as a civic institution of Chicago or of the Northwest Territory, and may compare her with other institutions of this area. Another may think of her as an educational institution associated with the Methodist Episcopal Church and may compare her with other institutions of Methodism, or with other institutions associated with other religious bodies. Such conceptions and comparisons may be true, but they are not fundamental. We shall never understand Northwestern

unless we think of her as an institution of social service, and compare her with other agencies in that class."

To understand the opportunity and the problem that confronted President Scott and the Board of Trustees, the stories of the separate schools aside from the College of Liberal Arts, must be told.

THE MEDICAL SCHOOL

Note: The story of the Medical School is based on an unpublished report recording the achievements of the Northwestern Medical School, prepared by a committee composed of Doctors Besley, Carr, Church, Davis, Homes, Wilson, Renson (Chairman).

The institution, now known as the Northwestern Medical School is in itself one of the great monuments to the indomitable spirit of the Northwest.

Modern standards of the training for the physician, standards now understood by the humblest layman, are the outgrowth of a century of struggle. During the first fifty years of the nineteenth century, the early American doctors generally received their training in the offices of established practitioners.

In the first years of the nineteenth century there were but four schools attempting to teach medicine in the infant Republic and these were situated in the seaboard cities of the East. The deep need of education along medical lines is indicated by the fact that before 1850 the number of medical schools had increased to thirty-six. At this date they carried 4500 students and numbered 1300 graduates.

Nearly all these new schools depended entirely upon the fees of the students for support. In consequence an ac-

tive rivalry had developed, leading solely to the attraction of large numbers of students. So that by the middle of the nineteenth century "it was no longer a question as to which college would give the most complete system of medical instruction, but which would be reasonably certain to grant the coveted degree for the least expenditure of time and money."

"No standard of preliminary education leading to the study of medicine or entering the medical college was maintained; no laboratory work was required except the dissection of a part of the human body; and no attendance on hospital clinical instruction was made obligatory."

This state of affairs was the cause of much disquiet on the part of the more thoughtful men among the medical profession and a subject of discussion and criticism at meetings of such medical organizations as then existed. Among the most active and outspoken of these critics was a young physician, living in eastern New York, Nathan Smith Davis, a name which is vitally connected with the development of the Middle West, not only in his own profession, in which he was preëminent, but in political, religious and educational fields as well. In the story of Northwestern University no name is surrounded with more of the glamour of preëminent achievement than his. He was a trustee at the moment of organization of the university, a member of the executive committee in years of stress, a lecturer not only in the Medical School, but in the Law School. He was long a resident of Evanston.

Doctor Davis was born in 1817 in Greene, New York. He attended the district school where he proved himself a studious lad. Six months at Cazenovia Seminary gave him natural philosophy, chemistry, mathematics and Latin.

His medical training was gained mostly in the office of a practicing physician supplemented by a term or two in a local medical college.

A brilliant mind, deemed extraordinary even in the age of giants in which he lived, trained by self-discipline, brought him early into the front rank of his profession. When he was but twenty-seven he had begun his campaign for the adoption of higher standards in medical education, a cause he continued to further until his death in 1905.

"Doctor Davis was the first man in the United States to insist on a fair standard of general education as a prerequisite to the study of medicine, the lengthening of the course to three years and the grading of the curriculum so that the various subjects followed each other in their natural sequence." His "persistency in advocating these reforms led to the calling of a national medical conclave at New York City in 1846 and to the organization of the American Medical Association in 1847, of which he is considered the founder. The prime purpose of the association was to bring about a reform of medical education. Although this purpose was repeatedly and forcefully emphasized, the existing medical schools did not change their methods of instruction."

As a result of his connection with the founding of the American Medical Society, Doctor Davis was called to Chicago in 1849 to take the chair of physiology and pathology at the Rush Medical College, an institution which had been in actual operation since 1843. Here he came into close association with Dr. John Evans and others of the early physicians of the Northwest. But he did not find at Rush College conditions which measured up to his desire in standards of medical training.

It was necessary to start a new school in order to put Doctor Davis' ideas into practice. He was fortunate in being associated with a group of very able men, who heartily concurred in his ideas. This group included Doctors Edmund Andrews, Ralph Isham, William H. Byford, Hosmer A. Johnson, David Rutter, John H. Hollister and Titus Deville. Together with N. S. Davis they organized the medical department of Lind, now Lake Forest, University. "The ideas embodied in this new institution proved so successful that they were soon adopted by all the medical schools of the country."

The school was first opened in October, 1859. Facilities for bedside instruction were furnished by the near-by Mercy Hospital, and an orphan asylum. A free dispensary was opened in one of the schoolrooms. During the first four years of life, the college sustained its original distinction, requiring some preliminary education, longer annual college terms, a properly graded curriculum, laboratory teaching in chemistry, anatomy and histology and direct clinical instruction in both hospital and dispensary.

While the country was in the midst of the upheaval of the Civil War, several of the faculty had felt the call for military service. In spite of the war, or perhaps because of it, the number of students so steadily increased that better accommodations were imperative. Lind University, with other educational institutions, had suffered great financial embarrassment and it became impossible for the struggling university to carry out its agreement with the faculty of the young medical school.

This situation made it necessary for the medical faculty themselves to assume entire responsibility for the financial

support of their college. They met the situation gallantly. Without change in the faculty or relaxation of the system of instruction, they continued operation under the name of the Chicago Medical College. They purchased property and erected a college building which was ready for use in October, 1863. How completely justified this group of men were in their faith in their plan of education was shown by the fact that after four years of life, the school presented a larger class, eighty-one in number, than the old and justly celebrated medical departments of Yale and Dartmouth, and equalled the classes in one-fourth of the medical schools in the Union. For five more years the medical school continued under its own charter as an independent institution.

In 1869, with the coming of Haven to the presidency of Northwestern University, the Chicago Medical School became the medical department of Northwestern University. "The union was a loose one, for the trustees of the Chicago Medical School still held title to its property and managed its finances. The university granted the degree of Doctor of Medicine to those recommended by the faculty of the school, contributed $15,000 toward a new college building and promised $1,000 annually toward the salary of the professor of chemistry. Students in the College of Liberal Arts were permitted to take courses in chemistry in the medical school."

The greatest advantage of the arrangement came in the stimulation of students to prepare themselves for the study of medicine by taking at least a part of the course in the College of Liberal Arts, although the actual requirements for admission at that time continued to be, in fact, little

more than one year of a high-school course. This arrangement lasted for twenty years.

Northwestern again took a prominent part in the next great reform in medical education in this country when, in 1907, one year pre-medical college work in biology, chemistry, physics and a modern language, was recommended by the committee on Preliminary Education of the Council on Medical Education. Dr. John H. Long, at that time an eminent member of the medical faculty, was chairman of this committee.

"Next to the service it has rendered in improving medical education, Northwestern's great contribution is to be found in the large group of distinguished men who owe their training and their inspiration to this school. Dr. Frank Billings, an alumnus and for many years a member of the faculty of Northwestern, has been largely responsible for the high standing attained by Rush Medical College during the past twenty-five years. Dr. William E. Quine, another alumnus and former faculty member, rendered much the same service to the medical department of the University of Illinois."

For the greater part of the time during the past twenty-five years all three of the large medical schools in Chicago have been under the guidance of deans who had received their training at Northwestern. In their capacity as deans, Doctors Frank Billings, Nathan S. Davis, II., Arthur R. Edwards, F. S. Johnson and William E. Quine have transmitted to the three schools of to-day the high ideals of that small group of men who founded the Chicago Medical School.

"Another illustration of the constructive influence exerted by Northwestern is furnished by the status of pediatrics in

Chicago. Doctors Abt, Brennemann, Grulee, Hess and Walls are all Northwestern graduates.

"The achievements of the medical faculty and alumni would be too long to quote. Only a summary of their contributions to medical science and practice and to public welfare can be attempted."

In the field of public health, the medical school has a long and notable record. Five of the leading Chicago hospitals owe their existence to Northwestern men. Mercy Hospital was founded on the proceeds of a series of lectures given by Dr. N. S. Davis; St. Luke's Hospital was organized by Dr. Walter Hay and controlled for many years by Dr. John E. Owens; Michael Reese Hospital owes its existence to Dr. Ralph Isham; Wesley Memorial Hospital stands to the credit of Dr. Isaac N. Danforth, and the Lying-in-Hospital to Dr. J. B. DeLee.

Dr. O. C. Wolf, who was health commissioner of Chicago from 1877 to 1889, established the laboratory of the Health Department in 1880, and was the first commissioner to require warning cards in cases of contagious diseases. He caused the removal of the packing houses beyond what was then the city limits. Both Dr. William A. Evans, Health Commissioner from 1907 to 1911, and Dr. H. N. Bundesen, the present commissioner, are alumni.

Dr. John H. Long's scientific investigations in connection with the famous case known as "Missouri vs. Illinois and the Sanitary District of Chicago" were largely responsible for clearing away the legal difficulties in the way of the operation of the Drainage Canal. What the loss of this case would have meant to Chicago can best be indicated by the drop in the mortality from typhoid fever which resulted from the operation of the canal. Dr. Arthur I. Kendall, the

present dean, served as chairman of a yellow fever commission, appointed by the Rockefeller Institute, which carried out investigations at Guayaquil, Ecuador, during the summer of 1918. These investigations resulted in the discovery of the organism which causes yellow fever.

The place of American surgery abroad is due more to the brilliant discoveries of Dr. John Murphy and their forceful presentation by him than to the work of any other American. He taught the world what it knows about abdominal surgery and the surgery of tuberculosis, the blood vessels, bones and joints.

Dr. Charles Mayo's place in the medical world is too well known to need comment.

More than sixty books have been published by members of the faculty. Many of these have passed through two or three editions, while four are now in the fourth and two in the sixth editions. The textbook, "Nervous and Mental Diseases," by Church and Peterson, is now in the ninth edition. Two widely used books stand to the credit of the Department of Anatomy. The textbook of "Embryology," by Prentiss and Arey, is used in forty-nine schools, and "Anatomy of the Nervous System," by Ranson, in fifty-two medical schools. Other widely used textbooks are Doctor DeLee's "Principles and Practice of Obstetrics," Doctor Dudley's "Principles and Practice of Gynecology," Doctor Edwards' "Principles and Practice of Medicine," and Doctor Kendall's "Bacteriology."

Some twenty medical journals have been edited at one time or another by members of Northwestern Medical School faculty. Among these should be mentioned such

important publications as the *Journal of the American Medical Association, Archives of Neurology,* the *Journal of Nervous and Mental Diseases,* and *Surgery, Gynecology and Obstetrics.*

An unmistakable evidence of the high standing of a physician among those of his own calling is furnished by his election to the presidency of a national medical or scientific society. For this reason it is worthy of note that sixteen members of the faculty have been honored in this way by their colleagues and that five of these have held the presidencies of two different national associations.

The life and works of Dr. Nathan Smith Davis gave to his name a fame far exceeding local limitations. He was not only a skillful physician. He was also a man whose character and influence were felt for good in the social, political and business life of the community. At a banquet given in his honor toward the end of his long and useful life, he himself said: "I am a doctor because I wanted to help the sick and that has been my aim through life. I have endeavored to live so that any day, any moment, I could render my accounting to God."

THE LAW SCHOOL

The study of law in the United States in the earlier days of the nineteenth century bore a close relation to the methods and requirements for medical training of the same period. It was the common practice for the young man who had determined upon a legal career to enter the office of a practicing lawyer. In due time he was admitted to the bar.

In the less settled parts of the country such as the Northwest Territory and the states carved from it, the lawyer led something of the life of the Methodist circuit rider. Indeed, lawyers were sometimes called the "circuit riders of the law." Grant Goodrich, who came to Illinois early in 1834, remembered "that the practice of riding circuit in those early days, while it may be regarded as the Knight errantry of the profession, was an admirable training school to make ready and skillful practitioners. The want of books compelled reliance upon reason and leading principles. I doubt if any class of lawyers can be found anywhere as ready and skillful special pleaders as the early practitioners upon country circuits."

As the country came to be settled and frontier communities developed into growing cities, the need was felt for a different type of training, something less strenuous. For in spite of Grant Goodrich's commendations, only the hardiest minds and bodies could survive the circuit.

In 1859 there were but three law schools west of the Alleghenies. In Chicago the demand for something better than study in a law office had become acute. Change and progress were active attributes of the Western life. Each day saw a new idea born, a new plan developed. A law school of sorts had been opened in 1847, by John J. Brown, but ten years later it seems to have disappeared. The old Chicago University was the first to open an accredited law school. This was made possible through the direct interest of one of Chicago's pioneer lawyers, Thomas Hoyne, who, in 1859, contributed $5000 to establish a chair of "International and Constitutional Law."

The law school opened in the autumn of 1860. As the buildings of the Chicago University were far to the south

of the town, the Law School was housed in one room in the Larmon Block, situated on the northwest corner of Clark and Washington streets.

The opening was made with no little ceremony. The exercises were held in Bryan Hall and the inaugural address was given by the Hon. David Dudley Field, a man of the first eminence in the study of law in that day. As is the case with so many great addresses of the early days, no copy of his speech is known to exist in the present time, but tradition says that it was both broad in scope and masterly in treatment and fully gratified the expectations of the audience.

The school, the first year, consisted of one professor and eleven students. Judge Henry Booth, the solitary instructor, was in fact the entire faculty for many a year to come. Thomas Hoyne and Judge Henry Drummond continued to have an active interest in the school. During the first year Judge Booth, at least officially, had associated with him, as lecturers, John M. Wilson, judge of the Superior Court, and Grant Goodrich, judge of the Circuit Court of Chicago.

Through the influence of the latter, a friendly relation with the Law School could not fail to be maintained with Northwestern University. It was due to this friendly connection in all probability that Northwestern so long postponed taking a definite step toward securing a law department. The purpose to establish a Law School of their own was always in the minds of the trustees, but expediency and constant lack of sufficient funds delayed what was quite evidently an unnecessary effort.

Judge Harvey Bostwick Hurd, so well known in the circle of Northwestern University, very early began to lecture to the school. His great work, the compilation of the Stat-

utes of Illinois, occupied much of his time but the very fact of this work made him the more valuable to the Law School as a teacher and lecturer. In fact, there could have been no one better qualified to expound or instruct in the law of the State. Judge Hurd remained in the active service of the Law School, with only one interim, from 1862 until 1902, when he retired as professor emeritus of the law.

The entrance requirements demanded, in that day, nothing more than a common-school education. The course of study occupied but one year and the diploma issued by the school to the graduate admitted him to the bar of the State without further examination. Indeed, the graduates, of 1861, 1862 and 1863, who were absent because of war service, did not even take the school examination before receiving their diplomas. Of the original class of eleven who graduated in 1860, five were killed in the battles of the Civil War.

During the first fourteen years of the life of the school the management was vested in a Board of Counselors. The Hon. Thomas Drummond was chairman of this board for many years, and he was succeeded by Thomas Hoyne. As a matter of fact, however, the school was entirely managed, as well as for the most part instructed, by Judge Henry Booth.

The school had no permanent abiding place and made many moves from one business block to another as the years went on. Still the school prospered and continued to carry out the program of its founders and to grow in reputation. It held to the best traditions of the law and it never lowered the standard of instruction. Its connections with the old Chicago University remained undisturbed.

In 1873 a great change of jurisdiction was made and a

larger opportunity provided for the Law School. Previous to this date, as early as 1869, President Haven and the Board of Trustees of Northwestern University had made tentative inquiries as to the possibility of sharing the Law School with Chicago University. Negotiations moved slowly. It was not until President Fowler's time that final arrangements were made. The school now became known as the Union College of Law, a name intended to indicate that the school embraced the law departments of the two universities, Chicago and Northwestern. A joint committee appointed in equal numbers by both universities assumed its management. By this arrangement the expenses and management of the Law School were shared and a stronger institution was the result.

The first faculty under the joint control consisted of Henry Booth, dean; Lyman Trumbull, James R. Doolittle, Van Buren Dinslow, Philip Myers, James B. Bradwell, and Dr. Nathan S. Davis. All these men were in the front rank of the profession and great names in their day. The school numbered sixty regular students when the change was made and the attendance increased rapidly during the succeeding years. This is the more remarkable as, after Northwestern University assumed joint control, every recommendation was made to the applicants to encourage a higher degree of preparation.

Law schools the country over still maintained a very low standard of requirement for admission, but at Union Law College by 1875–76, just three years after it became associated with Northwestern University, almost one-third of the students possessed academic degrees. The course already had been increased to two years and the diploma admitted to the bar of Illinois.

In 1885 Chicago University suffered great financial reverses. The original endowment given by Thomas Hoyne was lost with other properties. During this period the faculty of the Law School received as salaries only such money as remained from the tuition of the students after the college expenses were paid. Far from being discouraged, their efforts seem only to have been stimulated by adversity. Teaching in the school took on new vigor under a faculty composed of Dean Booth, Harvey B. Hurd, M. D. Ewell, William W. Farwell and Nathan S. Davis.

In 1886 Chicago University, because of its financial condition, surrendered its charter. The Union Law College then, by previous agreement, came under the single control of Northwestern University. However, for some years to come it was governed by a so-called "joint committee."

In 1891, by mutual agreement, the name of the school was changed once more. It now became the Northwestern University Law School, while the old name continues to be used in brackets beneath. The new agreement with the university arranged that "all persons who are Alumni of Union College of Law are hereby made Alumni of Northwestern University Law School."

The Law School steadily increased in numbers. Resident professors having offices in the school were introduced for the first time into the faculty. This was only a part of a deliberated improvement of policy demanded by modern ideas.

Beginning September, 1896, Northwestern Law School adopted a three years' requirement. It was among the pioneers in this movement, for out of the hundred or more American law schools of the day, not more than six others had taken the step. After 1906 all the schools in the mem-

bership of American Law Schools increased their courses to three years.

President Rogers naturally took a peculiar interest in the Law School, and John Henry Wigmore came to the school as professor of law during his term of office. He became dean in 1902. He is a native of San Francisco, where he took his preparatory work. He graduated at Harvard in 1883, after which he spent a year engaged in business. He then returned to Harvard and attended the Law School and graduated in 1887. After two years spent in the practice of law in Boston, he received the appointment, in 1889, of professor of Anglo-American law in the newly founded Dukugawa University in Tokyo. In 1893 he returned to the United States and came to Northwestern University as professor of law. In addition to his work at the school Dean Wigmore is the author of a notable list of books and periodical contributions on legal subjects. His great work on "Evidence" has given him a world-wide reputation. He became dean in 1901.

In 1910 as the result of a conference on criminal law and criminology, called in connection with the celebration of the fiftieth anniversary of the founding of the Law School, the American Institute of Criminal Law and Criminology was founded, and the *Journal* of that name has been maintained largely through the interest of the Law School. This is the only journal of its kind in the English language and through its influence it has done much in the work of developing and speeding modern scientific methods of dealing with delinquents and criminals and in the establishment of preventive methods. Among its subscribers are the departments of justice of some fifteen foreign countries.

The *Illinois Law Review,* founded in 1906 by members

of the faculty of the Law School, has been continuously carried on through them and the students under them. It is the leading law journal of the West and in the foremost rank of such publications.

In accordance with the spirit of the age, the Law School has developed a spirit of public service, both through its faculty and its students. It maintains lively connection through legal clinics with the Legal Aid Bureau of the Associated Charities of Chicago and the Chicago Bar Association. The work consists in giving competent legal advice to persons who are unable to pay, in both civil and criminal actions. It is carried on as a systematic part of the school's work. All candidates for a degree are required to perform a stated amount of clinic work before graduation. Through all these activities the Law School can truthfully be said to be no longer an institution solely teaching the law, but a public institution engaged in public service.

After sixty-three years of existence the Law School stands for the best of legal training. Although handicapped by lack of money it has steadily maintained a high position among its fellows. Many brilliant men have been connected with the faculty, such men as Roscoe Pound, now Dean of Harvard Law School, Charles Cheney Hyde, author of a great work on International Law, Frederick C. Woodward, co-founder of the Order of the Coif, and the late Albert Martin Kales.

To-day with its large body of alumni, many of whom have attained state and national reputations, scattered over thirty-five states and territories, its future is bright indeed.

Among the notable graduates whom the Law School numbers among its alumni are Elbert H. Gary, of the class of

1867, through whose generosity the Library of Law which bears his name was acquired. This collection of books is one of the most complete in the country and includes a collection of the modern laws and jurisprudence of all of the countries of Continental Europe, all of which are intensely valuable to the students in America who are making a study of comparative law.

Other departments represented in the Gary collection are Modern Anglo-American Law; International Law; Ancient, Oriental, Primitive and Mediæval Law; Roman and Civil Law; Ecclesiastical Law; Jurisprudence and Philosophical Law; Criminal Law and Criminology; Anglo-American Legal History.

Another famous alumnus is Frank O. Lowden, one of the most satisfactory governors Illinois has ever had, who was graduated in 1887; while a few years previous William Jennings Bryan, '83, secured his legal training and practiced his great powers of oratory in the cramped quarters which then represented the Law School.

In every assemblage of lawyers in Chicago it is interesting to note how many of the most eminent among them are graduates of Northwestern University Law School. Moreover, its graduates are found among the leaders in all parts of the United States. Sixteen judges of the United States and the Circuit Courts in states stretching from Indiana to the Pacific are included in this list, among them that picturesque figure, Judge Kenesaw M. Landis, and Judge Harry Olson. Five bank Presidents owe their early training to this school, four members of Congress, and four have served their respective states as governors: Frank O. Lowden and Charles S. Deneen, Illinois; Herbert S. Hadley, Missouri; Walter M. Pierce, Oregon.

A numerous company of state senators and assemblymen of the Illinois Legislature are graduates.

In the law schools of the country are numbered two deans, Henry M. Bates of the Law School of the University of Michigan, and John T. Condon, of the Law School, University of the State of Washington, as well as many faculty members. Altogether the school is well represented, not only in the legal field, but also in the fields of politics, business and journalism.

THE SCHOOL OF SPEECH

The success of the Northwestern students in oratorical fields and the trend of public taste led to a demand for special instruction in public speech and all its allied subjects. In 1878 the Cumnock School of Oratory was established. Its connection with the university was somewhat detached as were all the allied schools at that date. For many years this school was all but a privately owned institution.

Professor Cumnock was given the use of Room 20 in University Hall, and for the following sixteen years this was all the equipment his school possessed. The first year this was ample, for the first class consisted of but two young ladies. The course occupied two years and the successful graduates were given diplomas signed by the officers of the university.

The school has been unique. Professor Cumnock is a man of original genius and he stamped his school with his own methods, which he had developed through years of work and experience. In addition to the classes in vocal culture and elocution, the school offered courses in Shake-

speare and general interpretation of literature, rhetoric, English literature and various forms of physical culture.

Robert McLean Cumnock, although he was Scotch by birth, like so many others of the faculty was a graduate of Wesleyan University at Middletown, Connecticut. In 1868 he was invited to come to Northwestern, where he taught classes both in the university and in Garrett. It is a matter of record that for the first three years he received but $236 from the university. In order to increase his income he was obliged to give public readings in the neighboring towns and to receive private pupils. It was not long before Professor Cumnock became very popular both as an "interpreter of literature" and a teacher, as well as a social figure. The charm of his own personality, together with his professional accomplishments, carried him to all parts of the United States.

Professor Cumnock is now the sole living member of what is remembered as the old faculty. His appearances in university circles are greeted with enthusiasm and he is remembered with respect and warm appreciation by hundreds of graduates of Northwestern. These friends are not only graduates of his own school, but alumni of the campus, many of whom may never have taken classes with the teacher, but who have come in contact with the genial spirit of the man.

Very few of the graduates of the School of Oratory have become actors. Aside from the students who have taken the course for its training in general culture, the majority are teaching various forms of public speaking or appearing as professional readers. Among the latter are Theodora Ursula Irvine, Mary Agnes Doyle and Isabel Garghill Beecher. Among the teachers three are at the head of the

departments of speech in the universities of Minnesota, Iowa and Syracuse; one, Fred Monroe Tisdel, is dean of the College of Liberal Arts, University of Missouri.

In 1894, through an arrangement with the trustees, the school assumed the name of Northwestern University School of Oratory. Latterly it is known as the Northwestern University School of Speech. Professor Cumnock has become dean emeritus and Professor Ralph Dennis is now dean.

After many years of crowded classes and precarious existence in additional rented rooms, the school came into possession of a home of its own.

The Annie May Swift Hall, the gift of Gustavus F. Swift, was designed especially for the work of the school and is used exclusively by its students. The gift was made as a memorial of the young girl whose name it bears and who died while she was a student at Northwestern.

THE DENTAL SCHOOL

The minutes of the executive committee of the trustees show that at their December meeting, 1886, the need of a Dental School for the University was first officially discussed. The following year the university Dental School received a charter from the State and held its first sessions in the winter of 1887–1888. The first class consisted of six students, taught by a faculty consisting of such representative men as W. W. Allport (emeritus), L. P. Haskell, R. F. Ludwig, John S. Marshall (dean), A. E. Baldwin, Charles P. Pruyn, C. R. Baker and Arthur B. Freeman. The connection with the university was nominal, for the university assumed no responsibility for the Dental School and only lent them the protection of the name.

Rooms were secured near the Medical School on Twenty-sixth Street between Prairie and Calumet avenues. The students were required to take a three years' course of seven months each before graduation. This was a high standard for at this time other dental schools required only a course of two years of six months each. As with the other professional schools connected with the university, the Dental School was a pioneer in raising the standard of its particular profession. It was actually the first dental school in the country to set this high standard of requirements for graduation. This very fact militated against the first success in obtaining students. The classes remained very small. In fact, at the end of the second year there were still but eleven students. It was then decided to offer a choice to the student of a three-year or a two-year course. But even this concession did not bring prosperity. Only nineteen students in the fourth year showed that the school could not meet its expenses on the income received from such a small number of students. The faculty resigned in the spring of 1891.

Meanwhile Dr. Henry Wade Rogers had become president of Northwestern and was actively at work reorganizing his university. After consultation with the original dental faculty and a group of dental teachers led by Dr. Thomas L. Gilmer, a further arrangement was made under the charter of Northwestern University.

The university had adopted the policy of calling the teaching organizations under its jurisdiction, "schools." So the original title was dropped for the present name, Northwestern University Dental School. The property belonging to the original dental college is held in perpetual trust by the university for the sole use of the Dental School.

The new faculty was composed of Edgar D. Swain, dean; Edmund Noyes, secretary; Greene Vardeman Black, George H. Cushing, J. S. Marshall, Charles P. Pruyn, Isaac A. Freeman, Thomas L. Gilmer, Arthur B. Freeman, B. S. Palmer, W. V. B. Ames, Arthur E. Matteson, E. S. Clifford, G. W. Haskins, G. W. Whitfield, D. M. Cattell and H. P. Smith.

In the meantime, the mountain had come to Mahomet. In 1889 the National Association of Dental Faculties had required all schools affiliated with its organization to require, for graduation, a three-year course of six months each. This order was immediately complied with in the new school. The first session opened with fifty-three students, only six of whom came from the original school.

Meanwhile Dr. Theodore Menges had purchased another Chicago dental school called the American College of Dental Surgery. With other leading dental teachers, Doctor Menges enlarged and improved this school. He was a man of great energy and tact and when he proposed, in 1895–96, a consolidation with the Northwestern University Dental School, an arrangement was made whereby, although for the time being the management of the school remained in his hands, it was to become ultimately the property of Northwestern University. When Dr. Greene Vardeman Black became dean, a thorough reorganization of the personnel and courses of instruction took place and the present school was consolidated.

Judged by the number of its graduates, Northwestern University Dental School has had the highest average of graduates of any dental school on the continent, during its thirty-five years of existence. Only one ranks ahead and that has nine more classes of graduates. During the past

thirteen years students have come from thirty-six states and fourteen foreign countries. Alumni are located in every State in the Union with the exception of Rhode Island, Connecticut and Delaware, all but the northernmost provinces of Canada and practically all foreign countries. Its library is unquestionably the largest of its kind and the best in the world.

In recent years the field of preventive dentistry has become larger than that of reparative dentistry. By this is meant not dental ailments alone, but the serious constitutional diseases. Many scientists agree that chronic infections about the teeth are graver menaces to health and longevity than are those of any other region of the body. In this field of work Northwestern's schools have done their part.

The faculty has done a lion's share in the advancing of the cause of the dental profession, as a long list of textbooks testifies, written by G. V. Black, B. J. Cigand, Louis Ottofy, V. J. Hall, J. H. Prothero, Edmund Noyes. Many of the books written by these members of the faculty are used as the regular textbooks in the majority of schools throughout the country and the principles laid down in several are taught throughout the world. A complete list of contributions to periodical literature by members of the faculty would fill a volume.

THE SCHOOL OF PHARMACY

At the same time that the Dental School was added to the university family, Doctor D. R. Dyche, one of the trustees, proposed to found a School of Pharmacy to be affiliated with the university. He was associated in the plan with a

group of Chicago's foremost druggists, Ezekial Herbert Sargent, Theodore H. Patterson, Wilhelm Bodemann, Harry S. Maynard and Oscar Oldberg. The university accepted the proposal on condition that it should not be asked to contribute to its support, and the school was opened as the Illinois College of Pharmacy in 1891. This name eventually was changed to the Northwestern University School of Pharmacy.

In 1886, when the plan first was put into effect, there were but twelve schools of pharmacy in the United States and only two of this number required laboratory work. The average requirement of time for student attendance was not more than twelve hours a week, in a course occupying twenty weeks, for two years. All courses were given after seven o'clock in the evening as ninety per cent of the students were employed in drug stores during their entire course.

All the professional schools affiliated with Northwestern University have led the van in advancing the requirements for graduation and the School of Pharmacy was not behind in this regard. It more than doubled the average amount of required work and demanded substantial work in four laboratories. It also discouraged concurrent drug-store employment. However, it did require at least three years' drug-store experience for graduation. The experiment was strikingly successful, and within three years the course was increased to thirty hours a week, while concurrent drug-store employment practically ceased.

The school increased in numbers. In 1895 subsequent drug-store experience was discontinued as the state boards assumed the duty of enforcing the amount of practical experience necessary to obtain a license.

Oscar Oldberg remained the dean of the School of Pharmacy for many years. Another notable name connected with the school was that of Dr. John Harper Long until he became head of the Department of Chemistry of Northwestern University School of Medicine, when he gave all of his time and effort to that department.

The School of Pharmacy remained in the university family until 1917, when for reasons of administration it became attached to the University of Illinois.

THE SCHOOL OF MUSIC

The department of music of the university is a direct inheritance from Prof. William Jones' Northwestern Female College. The study of music to the pioneer mind was suited only to the requirements of the gentler sex. In fact, the original university made no provision for teaching men anything pertaining to the fine arts.

Professor Jones, however, provided a course in music requiring four years to complete. Diplomas were given for proficiency to those who were preparing to be either artists or teachers. The course was good for the time and the place, remote as it was from centers where famous musicians were to be secured as teachers. If proficiency in performing "Monastery Bells" and the "Carnival of Venice" were a part of the required course, it was only in response to popular demand. Nicholas Cawthorne, organist of the First Presbyterian Church in Chicago, was at the head of the department in 1865 when the first record of the course is given. He was followed by Prof. A. O. Mayo, "an educated and scientific musician," says the catalogue of 1867, "a thorough teacher and a brilliant performer of

classic as well as modern piano and organ music. He has no equal in the West."

When the Female College passed into the care of Miss Frances Willard as the Evanston College for Young Ladies, the music department was transferred to the new Woman's College building. Professor Mayo continued as head of the department, and although he had a smaller number of pupils, he made improvements in requirements and methods of teaching. When, in 1873, the young ladies' college was taken over by Northwestern University, plans were made for a Conservatory of Music on "the European plan." The top floor of the Woman's Building was given over to the pursuit of the Fine Arts. Professor Mayo secured the best available material for his faculty. Among them was Hans Balatka, the famous chorus and orchestral conductor. Louis Falk, a favorite Chicago organist, was also at one time a teacher.

Prof. Oren E. Locke became director of the conservatory in 1876. The university was at the time in the throes of the tax case and had little money to expend. Consequently the conservatory suffered with the whole institution and little improvement could be made until 1881 when the number of students began to increase. By 1887 two hundred and sixteen were enrolled. A small orchestra of professionals came now and then from Chicago to assist in the students' concerts, and these occasions were very popular with both the students and the townspeople. The vocal department under James Gill and the violin section attracted many students. The conservatory was augmented by instruction in elocution given by Professor Cumnock and lectures on the laws of sound by Professor Carhart, both from the college faculty.

However, the director became interested in other fields of work and the conservatory languished to such an extent that on the resignation of Professor Locke, in 1891, it was felt by many of the executive board that the conservatory was in such a disorganized state that the wisest course lay in its discontinuance. Up to this time it had not been a department of the university but it was, in fact, a private enterprise of the director. All fees were paid to him and he in turn surrendered a certain percentage to the university in lieu of rent. There was no supervision from the university and standards of work depended upon the capabilities and zeal of the man in charge. In consequence, there was justification for the feeling that the conservatory did not conform to university standards.

It was at this moment of crisis that Miss Cornelia Gray Lunt, daughter of Orrington Lunt, and James H. Raymond took up the cause of the Music School and aroused sufficient interest among the trustees to at least postpone the death of the school. Miss Lunt was herself a musician and one who had taken an active part in stimulating musical interests in Chicago. She succeeded in securing the services of the young organist of St. James' Episcopal Church of Chicago, Peter Christian Lutkin, who had earlier in his career taught for a year in Evanston. A more fortunate choice for the cause of the Music School and the development of music in a widespread community could not have been made. Dean Lutkin, to give him the title by which he has been called for many years past, shouldered the problem of the school with characteristic energy. His own story of the trepidation with which he undertook the task is characteristic of the modesty of this great man.

He gathered about him a group of capable teachers in

the various branches of musical education. At the end of the first year, such success was evident that advocates of the school persuaded the trustees to accept Dean Lutkin's proposal that the conservatory should become the Department of Music, and that he be given a full professorship in the College of Liberal Arts. The department was finally developed into the Northwestern University School of Music, with Peter Lutkin as dean.

During his first year in Evanston, Dean Lutkin created a University Glee Club, the first in the history of the institution. His next service was the creation of the Evanston Musical Club, an organization composed both of music students and townspeople, which came to a high standard of excellence and gave many seasons of concerts in the town. An A Capella Choir has formed a unique feature of the school. The students who are members are given a rare opportunity to participate in the highest expression of concerted singing. Other institutions have now followed suit and other A Capella choirs are found in many music schools, as a rule under the direction of graduates of the Northwestern School of Music.

Dean Lutkin, in the later years, has made through music the most obvious connection between the university and the residents of Chicago and the North Shore communities.

In 1909 he established the great Chicago and North Shore Festival, which gives a season each year in the Patten Gymnasium immediately before commencement. The great festival chorus under his baton speaks to an audience of some five thousand people, as a mass of humanity can express itself in no other way. The Chicago Symphony Orchestra, under Frederick Stock, and world-famous soloists help to make of this festival a brilliant occasion.

The school faculty is rich in well-known composers. Arne Oldberg is one of the new Americans who possesses a real mastery over the complexities of modern orchestral writing. His symphonies and overtures appear on the programs of the great orchestras from Philadelphia to Los Angeles. The songs of Carl Beecher, himself a graduate of the school, and his pieces for piano and trio are favorite program numbers with the best concert artists.

Dean Lutkin's musical compositions are principally in the realm of church music, many of his choral works, anthems and part songs are in use on both sides of the Atlantic.

Harold H. Hansen, one of the graduates, was the first American musician to be awarded the three-year scholarship of "Prix de Rome" in the musical department at the American Academy in Rome. He has recently returned temporarily to New York at the request of the Academy and Mr. Walter Damrosch to present his orchestral work, entitled "North and West." He has also been invited to compose a large choral work for the Leeds Musical Festival in 1925. This is the first time such an honor has been extended to an American. Former composers for these occasions include Mendelssohn, Saint-Saëns and Dvorak.

The Northwestern University Music School under the lead of Dean Lutkin has made great contribution to the teaching of music in America. In addition to eminent members of its own faculty, the names of its alumni are found in the faculties of music schools the country over. At the moment it numbers three deans of music schools among its graduates.

The Music School at present is on a self-sustaining basis, but this means that a degree in music costs from two to

three times as much as a degree in other departments of Northwestern. The world requires musicians and it is manifestly unfair and ungenerous to place a price upon musical education that is prohibitive to many talented young musicians. Unless a generous public renders assistance the school cannot maintain its present position of leadership.

In accord with the demand of the times, the department of Public School and Community Music has grown in importance during the past fifteen years. It has the most exacting course offered in this important branch of musical education. The future development of American music will owe much to the young people who are graduates of this department. It lies at the root of much that is modern in civic and community activities. It, too, forms a bond with the Evanston life, for the public schools of the city are used as a laboratory.

Dean Lutkin has constantly in mind university ideals for his students. To quote his own words:

"It is difficult to explain the importance and the scope of music to the uninformed or the uninterested. Law, medicine, dentistry, and pharmacy bend their energies toward combating the diseases, the frailties and the wrongs of mankind. Agriculture, engineering, commerce deal with increasing or improving the earth's output. All most laudable objects. Music in its higher aspects is concerned with enriching and ennobling life. It is so simple that children draw great pleasure from it. It is so complex that its depths are only sounded by specially endowed natures. Its higher practice puts a stamp of superiority on any community so far as culture is concerned. It is a social, a religious and an esthetic necessity. It comforts

in sorrow and intensifies joy. It is the one way in which patriotism becomes articulate. It dignifies any occasion or function, no matter how important or imposing. An art which touches life so intimately and at so many points may well challenge the attention and close study of the educator, the philosopher and the philanthropist."

THE SCHOOL OF ENGINEERING

When in 1907 Mrs. Gustavus F. Swift and her son, Edward F. Swift, made possible through their generosity a School of Engineering, the university attained a long-desired goal. President Fowler, more than thirty years earlier, had established a short-lived School of Technology, and from that time courses in technical subjects had been offered in the College of Liberal Arts, which prepared graduates to earn the degree of an engineering school in two additional years.

When the school was finally established, the university recognized that a wider training was desirable than had been given in the past by other schools of engineering. In keeping with Northwestern's desire to train all its students for leadership, the courses of the School of Engineering were planned to develop executives rather than technicians. The course occupies a five-year period. At the end of the fourth year a degree of Bachelor of Science is granted in the College of Liberal Arts. At the end of the fifth year a degree in either electrical or civil engineering is conferred, depending on the specialization of the student.

The courses taken by the students in the College of Liberal Arts tend to widen the horizon of the prospective engineer and bring him into contact with the social and ath-

letic life of the university. In this way he overcomes the handicap observed among many graduates of other engineering schools, as the result of the too narrow and hampering limits of highly specialized training.

Under the direction of John F. Hayford, the school is preparing the student to meet the opportunities which the world of business now offers to the man with engineering training. There is scarcely a line of modern business in which the services of an engineer are not desirable, if his training has been on a sufficiently broad foundation, and this the university continually strives to give.

THE SCHOOL OF COMMERCE

The School of Commerce, which opened its doors in 1908, was made possible through the coöperation of the Chicago Association of Commerce, the Illinois Society of Certified Public Accountants, and the Industrial Club of Chicago. Sixty-one members of these three organizations became guarantors, assuming the financial responsibility for the first three years of the school's existence. A notable list of Chicago's successful and far-sighted business men have stood behind the enterprise.

At that time, education of this type was in its experimental stages, and many viewed it with skepticism. But in fifteen years such education has succeeded in making for itself a real place, and the Northwestern University School of Commerce is widely regarded as a leader in this field.

The training given does not displace practical experience, but supplements and strengthens it. Training exclusively in the hard school of experience was a wasteful process, but

business itself for years believed that men could learn in no other way. It is now clear that, by bringing together in systematic form the experiences of many firms, a university course of instruction enables the individual to profit by the combined experience of others and thus to advance more rapidly. It is by this shortening of the period of apprenticeship, together with the giving of a broader and more thorough knowledge of the field in general, that university schools of business have made for themselves a secure place in the scheme of modern education.

In all of its courses, the emphasis is upon the executive point of view. The student is familiarized with the fundamentals underlying modern business practice, so that he or she may have an intelligent basis for the decisions which an executive must make.

It is significant that a large number of former students of the school are now occupying managerial and executive responsibilities of large importance to the community. This group represents practically every important field of business activity in Chicago.

In general, three groups are represented in the faculty: the professional university instructor who is devoting his life to education as a career; the prominent business executive who has achieved success in some field of business practice, and who is willing to present one course in the school in the field in which he is a specialist; and a group who were formerly full members of university faculties, but are now actively engaged in business while giving part-time service to the school. In the last group are men well known to all former students on the Evanston campus, such as former Dean Willard Hotchkiss, former Dean Swanson, and Prof. Earl Dean Howard.

In 1912 the School of Commerce developed an Evanston division on the Evanston campus which constitutes in reality an upper-class and graduate school. Students are required to have at least two years of study in liberal arts, when they may then do their last two years' work exclusively in the School of Commerce, and thus qualify for their Bachelor's Degree.

In common with other departments, it has been always seriously handicapped for lack of space. In the spring of 1923, when Garrett Biblical Institute vacated Memorial Hall, the Board of Trustees turned this well-known building over to the School of Commerce, as its Evanston headquarters.

MEDILL SCHOOL OF JOURNALISM

The Medill School of Journalism was established in February, 1921, as a tribute to the memory of Joseph Medill, founder of the *Chicago Tribune,* one of the city's stalwart pioneers. It is organized and conducted, administratively, as a department of the School of Commerce, in coöperation with the College of Liberal Arts. The school has the active support of the various Chicago newspapers and periodicals, which have offered their plants for use as laboratories where the students may become familiar with the actual operation of great newspapers.

The Medill School of Journalism, although less than three years old, has demonstrated in the success of its graduates and the response of the press that there is a field for trained newspaper men and that the school is meeting this demand.

The school endeavors to meet the requirements of the modern newspaper which insists that its workers be well

grounded in general and specialized information by combining its non-technical courses with practical, supervised training in the technic of writing.

THE GRADUATE SCHOOL

Those who have followed the story of the growth of the university have seen the marked tenacity with which the founders, faculty and trustees alike have clung to the desire to offer facilities for advanced study, as a necessary function of a university.

Three of the first faculty of four members pursued graduate studies for one or two years before taking up their duties. In the case of Prof. Daniel Bonbright, who had already won for himself a reputation as a student of promise and an inspiring teacher, the call to Northwestern was accepted only on condition that he should be permitted to go to Germany for graduate study. After two years spent at the universities of Berlin, Bonn and Gottingen, he assumed his duties as professor of Latin and for half a century continued to promote the highest standards of scholarship for Northwestern University.

The first catalogue, that of 1856, contained a paragraph added after the description of the undergraduate courses, which says: "In continuation of the above there will also be a course of university lectures proper to meet the wants of those students who may desire to extend their studies beyond the regular graduating course." And again, in the catalogue of 1873–74, there is another paragraph relating to graduate work as follows: "Graduates who have pursued a course of advanced study under the direction of the faculty, on examination and presentation of a satis-

factory thesis, will receive the degree of Doctor of Philosophy. In these post-graduate courses breadth of culture is designed, but students will be allowed to specialize in Philosophy, Literature, Politics, Philology, History, Mathematics, or Natural History."

Here was expressed the vision of a Graduate School as seen by the faculty founders of the university, but it is to be regretted that the financial condition of the university did not warrant the carrying out of these ideals. Graduate work in America was then in its beginnings, for during the following year, the year previous to the founding of Johns Hopkins University, there were only 399 graduate students in all of the American institutions of higher learning.

During the year 1891–92, through the leadership of President Rogers, conditions for securing the Master's and Doctor's degrees were adopted, which are essentially in force at the present time. The number of graduate students in attendance during the year 1892–93 was twenty-five. Ten years later, fifty-four graduate students were registered. Between 1892 and 1903 five students received the Doctor's degree, and the Master's degree was conferred upon two hundred and fifteen.

It was with the thought of still further encouraging and developing research, and in the belief that the research spirit within the university is of primary importance in preserving the vitality of the institution, that the Graduate School was organized in 1910. This was merely the more formal organization, under a Board of Graduate Studies, of a program which had been emphasized for the previous twenty years. From the beginning, this board has demanded of candidates for advanced degrees a grade of work

which has been in keeping with the standards of the best universities. As a recognition of this spirit, Northwestern in 1918 was admitted to the Association of American Universities. This honor is one of great significance since the association is composed of the leading universities of the country, now numbering twenty-five, and Northwestern degrees are everywhere accepted at full face value.

The list of research problems carried on by graduate students or conjointly with professors in the several departments of the different schools, is an extended one and many of the results have been published in the leading scientific journals of the country. A number of volumes have grown out of the research carried on in the various graduate seminaries.

The story of the Graduate School has been one of steady growth. While the majority of its students become professors, teachers, preachers, social service workers, or enter the various professions or special research departments of industries, throughout the United States, a considerable number each year enter similar vocations in many parts of the world. For thirty years, Northwestern graduate students have been carrying on research work in which all friends of the university may take just pride.

Among those who have received advanced degrees from Northwestern are: Rufus von Kleinnschmidt, president of the University of Southern California; Arlo A. Brown, president of the University of Chattanooga; James N. Pearce (1897), professor of chemistry, University of Iowa; Ralph E. Heilman (1907), dean, Commerce School, Northwestern; Francis A. Wood (1883), professor of Germanic philology, University of Chicago; Charles S. Slichter (1885), dean of Graduate School, University of Wisconsin;

John D. Hicks (1914), professor of history, University of Nebraska; A. M. Stowe (1904), president of the University of Toledo; Edwin A. Greenlaw (1898), dean of Graduate School, University of North Carolina; Milo Roy Maltbie (1893), public utility consultant.

Dean James A. James, by his enthusiasm and gift of leadership has brought the Graduate School to its present position. First as chairman of the committee on graduate study, and now, as dean of the school, he is bringing to fruition the hope of the founders.

CHAPTER II

THE BOARD OF TRUSTEES

"It is my business to load this craft down to the gunwales," said one of the university presidents, at an executive meeting. "It is the business of the trustees to see that she does not sink."

How successful these mariners were in steering the financial course the present prosperous condition of the university's affairs testifies. The personnel of the Board of Trustees kept pace with the march of the times.

The group of vigorous young pioneers who formed the Board of Trustees in time entered upon the more conservative middle age. Their university was no longer a daring experiment, but an established institution with traditions of administration and conduct. In addition to the original group strong Christian men among Chicago's successful financiers were chosen to fill the ranks thinned by resignation or by death. Some seventy-five different men have served terms of varying length during the past seventy years.

James G. Hamilton, George C. Cook and William Wheeler were early added to the original list of trustees. Marked periods of history in the locality seem to have caused important changes in the group.

To the Civil War period belongs the election of John V. Farwell, Thomas C. Hoag and Harvey B. Hurd. Mr. Farwell had been educated at Mt. Morris Seminary. His deep interest in young people led him to an early and

active support of the Y. M. C. A., and its early success is due largely to his efforts. He was the friend and co-worker of Dwight L. Moody, and this, together with his great business ability, made him of great value to the university during the twenty years which he served on the board.

Thomas Clarkson Hoag is especially remembered in connection with his work as business manager of the university, a position he occupied for twenty years. He had been a resident of Evanston since 1857 and his home was on Davis Street opposite the original site of the university. Consequently, his connection with every detail was close and intimate. It was only after having served thirty years as a trustee that he resigned.

A few years later a group having great influence in their day were Turlington W. Harvey, Charles Busby, Robert F. Queal, Abner Scranton and Luther L. Greenleaf. The Chicago fire affected in varying degrees the fortunes of all the trustees. Consequently, there was less change in the personnel of the board than one would suppose such a disaster would create. Wirt Dexter became a trustee in 1871 and was of great value to the university during the hard days of the land-tax case. Harlow N. Higginbotham, James S. Kirk, Elijah H. Gammon and Oliver H. Horton came to the board about 1878.

In importance of service and devotion to the cause, after the original trustees no one of these men measures up to William Deering. He was born in 1826 in Maine, and educated at Kent's Hill Seminary. His early ambition was to be a doctor and he began the study of medicine. These plans had to be relinquished at the call of duty, but he never lost his interest in the profession of his choice, as his many

gifts to hospitals and medical schools reveal. Entered upon a business life, he at once showed the ability that was to make his career famous. Before he was of age he was manager of a woolen mill. By the time he was forty he had become one of the wealthiest men in his community with large business interests in New York.

At this time he retired from business. Through a curious chance he came into possession of the plant which eventually became known as the Deering Harvester Company. This event brought him to Chicago and later to Evanston. He had long been acquainted with Mr. Lunt, Judge Goodrich and Doctors Davis and Evans. He was already interested in the university. Therefore, it is not strange that we find him elected a member of the Board of Trustees two years after he became a resident of Chicago. Coming as he did after the fire, he had escaped the losses that harassed his fellow members so that his first gifts may have made more impression than his larger gifts of later years.

He was a man of Puritan austerity, and he also possessed all the regard for law and order, love of liberty, belief in humanity and faith in God that are component parts of the Puritan spirit. His will power partook of the texture of his native granite. With all this he was of the generation that created empires, and the great harvester industry was in large measure the result of his genius.

The abilities he applied to his great business enterprises, he gave in unstinted measure to the affairs of the university. His belief and practice of simplicity of life sometimes brought differences of theory in the conduct of its affairs. Any evidence of softness or desire for ease in the young he thrust down as a matter of principle. He was,

however, always watchful that the standard of scholarship, the influence toward substantial Christian citizenship, should be maintained, and he believed these matters should be as carefully watched as were the business affairs.

That he dominated in large measure the policy of the university during his many years of interest is well known. It could hardly be otherwise that a man with an "empire in his brain" could fail to lead in any enterprise in which he took such interest as he felt for the university. Members of the faculty and board of trustees were among his most intimate friends.

The "Crocodile Club" was an outgrowth of these intimacies. Of a summer afternoon this group of friends might be seen on the Evanston streets strolling toward the campus to inspect a new building or discuss an improvement. Mr. Deering's tall spare figure and handsome distinguished face marked the group, as also did Orrington Lunt, Frank P. Crandon, a devoted trustee of many years' standing, H. H. C. Miller and Oliver Horton. Daniel Bonbright, of the faculty, and Dr. Charles C. Little, president of Garrett, completed the group. Many other men joined in these walks and partook of the teas either at Mr. Deering's or Orrington Lunt's home. But these seven men composed the actual Crocodile Club who possessed the famous walking sticks and silver pins. Momentous discussions affecting both Church and University were made on these on the occasions of their meeting.

Mr. Deering's manner of giving was as simple as was his habit of life. He gave in whatever direction the need was greatest. In consequence there is no building on the campus bearing his name. He served continuously on the executive committee and as both first and second vice-

president. After Mr. Lunt's death Mr. Deering became president of the board. When, after years of service, he wished to resign because of failing strength, he was created honorary president for life.

To the period of the 80s belong David R. Dyche, founder of the School of Pharmacy, Loren C. Collins, William A. Fuller, John B. Kirk, John B. Hobbs, who gave the building for the Dearborn Observatory, H. A. Pearsons, Gustavus F. Swift, who gave two buildings to the Evanston campus, John E. and Hugh R. Wilson. The period of the World's Columbian Exposition brought to the board Norman Waite Harris, among whose many gifts are Harris Hall and the endowed lecture course; Lyman J. Gage, Alexander H. Revell, John B. Doane and Milton H. Wilson, whose many benefactions to the university have been given anonymously.

With the twentieth century, Elbert H. Gary, William Liston Brown, Frank O. Lowden, James A. Patten, Edward F. Swift and Philip R. Shumway, who continued in his father's footsteps, Charles P. Wheeler, son of the early president, and Bishop William Fraser McDowell, who followed Mr. Deering as president of the board, became trustees.

Of this group James A. Patten is one of the outstanding figures. He brought to the board the powers of mind and will which had made his name known in the world of finance. For twenty years he made the university one of his vital interests. He, too, is a man of simplicity of habit and who takes an active part in public life, promoting in many directions his belief in good citizenship. His many benefactions to the university are too recent and well known to need recounting. The great gymnasium is the

visible sign of his generous interest in the welfare of the student body, but less conspicuous expressions of his bounty are among the assets of the university. He was president of the board from 1917 to 1920.

In several cases families have shown tenacity of purpose and interest in the university, such as the Dyche, Kirk, Shumway and Swift families. The Wilson family has had four different representations on the board during the past forty years. Of whom the youngest, Oliver Tousey Wilson, was president from 1920 to 1924.

Robert W. Campbell has recently succeeded Mr. Wilson as president of the Board. Mr. Campbell has originated a plan which adds two departments to the administrative arm of the university. One, a department of Public Relations, which will have charge of obtaining additional funds and will coördinate all money raising activities. The second will be a department of Records and Collections, to which will be intrusted the collections of pledges and maintenance of the alumni records.

Until the gifts of 1923–24 were made, the largest gifts came from John Evans, Orrington Lunt, William Deering, Gustavus Swift, his wife and son, James A. Patten and Norman Waite Harris.

In 1909 John Richard Lindgren gave $25,000 to the university for the promotion of international peace and furthering interdenominational harmony and the intimate unity of Christendom.

What this Board of Trustees has accomplished through their administration of the financial affairs of the university has been epitomized by President Scott in a recent address:

"You gentlemen of the Board of Trustees may well be

proud of the service you have been able to render through Northwestern to the State of Illinois, to the Northwest Territory, to the 1280 and more benefactors, to collegiate and intramural athletics, to higher learning and professional training, and finally to the 75,000 young men and women who have come to Northwestern to be trained for leadership in their respective communities.

"In the unselfish service rendered in these relationships in the past lies her strength in the present, and in this past and her present strength lie both her mission and her obligation in the future. These relationships have not changed; the University maintains all the old contacts, but the organizations and the institutions with which she is coöperating have become infinitely greater in the developments of the last few years. It is to keep pace in service commensurate with her past service that Northwestern is becoming and must become the Greater Northwestern."

NORTHWESTERN UNIVERSITY GENERAL ALUMNI ASSOCIATION

In these later years, a nation-wide movement has developed among graduates of all universities; the participation of the alumni in council and operation Northwestern has not been behind in adopting this new form of help.

President Scott, in an address to the alumni in 1921, brought to view the service the university had rendered to the country.

"These 75,000 young men and women have occupied positions of responsibility and have been an effective factor in the development of the State," he said. "The last governor of the State and an alderman in a rural village,

the present bishop of this area and a Sunday-school teacher, an expert diagnostician and a family doctor, a judge on the supreme court bench and a local attorney, the dean of the best Dental School in the State and an itinerant dentist, the last president of the State University and a teacher in the little red schoolhouse, the great philanthropist of our community and an alumnus whose contributions to charity are no more than the widow's mite—all these, regardless of their positions, have used their training secured at Northwestern, in the service of the State.

"The State of Illinois has coöperated with thousands and thousands of individuals, groups and agencies and from many it has secured valuable service, but from none has it received greater service in return than from Northwestern University, if measured in terms of service to the youth of the State, service in the discovery and propagation of truth, service to the learned professions, service to the military forces in three wars, and service in promoting the highest ideals and practices of our Christian civilization."

To bring to the service of the university the power of its former students seemed to be worthy of concentrated effort. Groups of alumni in many of the larger cities recently had formed themselves into local clubs so that a nucleus for a general association already existed.

For many years the Alumni Association of the College of Liberal Arts has been recognized as the sole representative of the alumni body. The professional schools have each had more or less informal associations of former students, but they have not made themselves felt in the past. Certain prominent alumni felt the inadequacy of this arrangement and in 1922 a general alumni association

came into being, called the Northwestern University General Alumni Association.

The new organization at once showed possibilities of becoming a great constructive force in the university. It is not, in any sense, a substitute for the older associations of the various schools. In fact, it aids and fosters these groups wherever it can. Its chief function is to act as a medium of interpretation between the administration and the alumni. It also furnishes the machinery by which the alumni members of the Board of Trustees are nominated and elected. Each school is represented on the Board of Directors according to the number of its alumni. In addition a number of directors are elected by the larger local clubs. Membership is open to all who have credits in any one of the schools which make up the university. Dr. George Craig Stewart was elected the first president, and as a result of his enthusiasm, powers of organization and personal hard work, the association prospered at once.

The alumni are as avid for service as is the university's latest president. They have concentrated their effort along lines pertaining to athletics, to campus conditions, and have taken an active part in the campaign for "Greater Northwestern." Under the second president, General Nathan William MacChesney, the association has continued to grow in numbers and in influence.

When one reviews the alumni, numbering a possible twenty thousand, its constructive strength for the future of the university can be measured.

CHAPTER III

GREATER NORTHWESTERN

NORTHWESTERN, in 1915, came again to the parting of the ways. As the number of students grew and the opportunities for expansion opened before the trustees, they saw with increasing vision that to keep pace with the educational development of the age they must have greater consolidation of their schools and a greatly increased endowment fund. In every department the road of opportunity was blocked by lack of funds and buildings in which to seize the opportunity so obviously theirs. They were Titans straining at their bonds, balancing the question of prohibiting increased cost to the student, with the need of increased funds for demands of the students themselves.

The Medical School was isolated on the South Side. The departments housed in the Tremont Building had outgrown their quarters and their proper expansion was at a standstill.

To the plan for a better and greater Northwestern the trustees bent the best of their energies. There could be no thought of a change from the Evanston campus of the schools so firmly entrenched through time and association. The wisest council, however, saw that while the professional schools could not be far removed from the civic center of Chicago, they must be concentrated on a single campus, and that this center must be on the north side of the Chicago River. A site, the one ultimately purchased, was selected by a committee of trustees composed of Mr.

William A. Dyche, Mr. Philip R. Shumway and Gen. Nathan William MacChesney who first recognized the desirability of the property. The owners of the land, Mr. John V. Farwell, Mr. Arthur L. Farwell and Mr. Kellogg Fairbank, most generously gave an option without cost to the university. Before further steps could be taken the United States entered the Great War and the plan was perforce held in abeyance. During the next year Mr. Dyche, with the coöperation of the owners, extended the option. In this he had the sympathetic support of Mr. Milton H. Wilson, without whose vision and generous support the plan, now accomplished, could never have been carried out.

Meantime the war raged on and the American troops were in the thick of the fight. With them was a gallant young second lieutenant of cavalry, George Alexander McKinlock, Jr. He was a graduate of St. Mark's School and of Harvard, 1912. After training at Fort Sheridan he reached France in October, 1917. He was appointed to the staff of Major Davis, Second Brigade, Third Machine Gun Battalion, First Division, Liason Officer in February, 1918. Two months later he was called by General Buck to be Intelligence Officer on his staff. July 21, 1918, just after Berzy-le-Sec had been taken, he was sent forward to verify the position lines. On this duty he was killed by a sniper in the town of Berzy. Great uncertainty as to his fate existed for many months. After the close of the war his body was found buried in a garden in the town, marked: "American soldier who died gloriously for liberty."

Lieutenant McKinlock was a young man of unusual promise, as not only the facts of his short life, but the quality of his letters show. He had received no promotions, but just before his death he had been recommended for a

captaincy. He was awarded the Croix de Guerre with palms by the French Government and his own country awarded him the Distinguished Service Cross, "For exceptional gallantry under heavy bombardment and severe machine-gun fire in proceeding along the front lines near Berzy-le-Sec to verify the position reports of the advanced locations of the front lines, and was killed while so doing."

In memory of this young man, his parents, Mr. and Mrs. George A. McKinlock, gave $250,000 to Northwestern University. The new campus has been named, in his memory and that of his comrades who were killed in the war, George Alexander McKinlock, Jr., Memorial Campus. With the new campus secured, the trustees chose James Gamble Rogers, of New York, who designed the beautiful Harkness Memorial Quadrangle at Yale, to draw plans to include buildings for the schools of Law, Medicine and Dentistry, and Commerce, with all their accessories.

The first notable gift came from Mrs. Levy Mayer. She gave $500,000 to be used for the erection of a home for the Law School, to be known as Levy Mayer Hall in memory of her husband, the well-known Chicago attorney who died in 1922. Of him Dean Wigmore has said: "One supreme element in his character was his devotion to Chicago. Unlike many leaders in other fields, he declined all temptations to abandon Chicago, believing that the city which had shaped his career deserved his own best service. In thus helping to make Chicago a center of American energy he set an example worthy of imitation. It is highly fitting that the devotion of his brilliant life-companion should place this memorial in the city which he loved and served. His patriotic and multifold activities in war work have earned him the gratitude of all ex-service

men, and Mrs. Mayer's own active interest in the welfare of Chicago's disabled veterans is well known. Our school sent its ample contingent of young men (and women, too) into the service, and our alumni will welcome this recognition of the professional needs of the patriotic youth of this country and of our school's record in the Great War." This was the first large gift to be received in the campaign, and the hall will be the first to be erected on the new campus.

The new law building is expected to have many facilities not ordinarily provided in a law school, among which will be a legal clinic for the poor, a bureau of legislative research, a comprehensive record of "living law," and a laboratory of applied criminal science to coördinate medicine, police and prison practice, psychology, and sociology with the law. It is also hoped that at an early date chairs of commercial and world law may be added with facilities for expansion of research and instruction in international law.

Hardly had Northwestern realized its good fortune in Mrs. Mayer's gift when another building became possible.

Mrs. Montgomery Ward gave three million dollars to be used in the creation of a wonderful medical center, to include also dentistry. This is the largest single gift made during the lifetime of the donor, by a citizen of Chicago, in the history of the community. The building will be named for the late Montgomery Ward and will perpetuate the memory of his long and successful fight to preserve the open front of Chicago toward Lake Michigan. During his lifetime Mr. Ward was often called the "Watchdog of the Lake Front," and his memorial will serve to preserve the memory of his civic service and certain ideals

of his of practical service to the greater community. In a letter to the trustees accompanying the gift, to which she subsequently added another million dollars, Mrs. Montgomery Ward wrote:

"It is my desire to create a worthy and appropriate memorial to my late husband, Montgomery Ward. His most conspicuous public service was in his long-continued efforts to conserve the Lake Front for the use of the people.

"It seems to me that a memorial should contain the following elements:

"It must be a visible thing which adds something to the values of the city.

"It must be enduring.

"It must be useful to humanity.

"It has been called to my attention that Northwestern University has recently acquired a site for an urban campus on the Lake Shore at Chicago Avenue, designed to accommodate a Medical Center, a School of Commerce, a School of Law, and other departments, all housed in suitable buildings.

"This campus offers opportunities particularly appropriate for the memorial which I have had in mind. . . .

"It is my belief that Chicago, situated, as it is in the center of the district richest in agricultural and natural resources in the United States, protected by the pendulum of Lake Michigan, is destined to become a very great city, including in all its greatness permanent centers for all forms of philanthropic and educational institutions. Northwestern University, the first university founded within the city of Chicago, has been steadily developing, but with its plans for future growth will more fully realize its opportunities and continue to develop as the city develops.

"Endowed universities seem to me to be the most enduring of all human institutions, and Northwestern University, by its location and by its history, seems destined to endure.

"I am led to believe that the ideal of service dominates the various schools of Northwestern University. It has been reported to me that during the last year your Medical School, through its dispensary and out-patient service, has helped 50,000 medical patients, and your Dental School, through its clinics, has performed 100,000 operations on dental patients. This service evidences a wide and important charity which with increased facilities will become more and more useful to humanity.

"I have selected as a memorial the Medical Center because of its commanding site overlooking the Lake, because it will render a very large measure of service to humanity, and because it will be as enduring as any memorial that can be devised."

In accordance with the whole spirit of the university and of the desire of the donor, the new medical and dental centers will not only specialize in the training of students in their chosen professions, but will actively serve the community of Greater Chicago in the broadest lines of welfare, a work to which it has been dedicated as its limited means offered since its foundation. In 1922, as an example of work of this character already done by the Medical School, following the early plans of the founders, 37,691 families came into the free dispensary for medical advice, of whom 1044 were acutely sick and were given hospital treatment, and 6391 sick children were cared for in the clinic, given milk, outings, clothing and medicine. In the baby-food kitchen, 7012 modified-milk feedings were pre-

pared for neighborhood babies suffering from intestinal disorders due to improper feeding, and in each case the mother was instructed in the preparation so that her children might be kept well. In addition, 592 expectant mothers were given prenatal instructions.

The Dental School has an equally interesting record. Few people in Chicago realize the great service this school is giving to the poor of the city. An average of nearly 100,000 operations are performed annually in the school clinic at nominal cost to the patient. The regular clinic for adults have been in operation for thirty-three years. In October, 1922, a special clinic for children was established, in which 5000 children will be cared for each year. In the new knowledge of the day, no service is considered more closely allied to public health than the care of teeth, and the results will tell in the improved standard of health of the community.

Nor has the Evanston campus been neglected in the newer interests. A much needed Woman's Building soon will rise opposite the entrance to the campus. It will be part of a double quadrangle, which will include in addition to the Woman's Building, a gymnasium, sorority houses, open dormitories, and dormitories for the women of the Schools of Music and Speech.

The Woman's Building will be the keystone of the group. Two stories in height, Gothic in treatment, it will afford ample accommodation for the many interests to be fostered beneath its roof. Here will be a well-planned room for the University Guild, where its beautiful possessions may have a suitable and permanent setting; a room for the Associate Alumni; quarters for the Woman's Athletic Association, the Young Women's Christian Association,

and the various literary societies. Here, too, will be a hall of spacious and artistic proportions suitable for dances, banquets, class organizations, all the innumerable gatherings, social or business, which form so valuable a part of the complex collegiate life of the present day.

The dormitories are planned to house not more than forty women each. The best features of home and family life are not to be had when a group of more than that live together. The smaller group is more flexible, more social and offers greater opportunities for friendship, privacy and individual development.

The gymnasium will be the starting point for a School of Physical Training, a field as yet unworked at Northwestern, but for which many applicants are already knocking at the gates. The splendid "Patten Gym," which the women now share with the men, is inadequate for both, as well as being far from the paths most traveled by the women students.

The sororities have each raised an appropriate sum toward their individual chapter houses. In addition to regular subscriptions, these young women have adopted the modern method of earning at least part of their funds. Charming little tea rooms, such as the "Cricket on the Hearth" and the "Chocolate Shop," have been in operation in different parts of Evanston, patronized by town and college folk. A renting library has also been among the most successful of these enterprises. When it is realized that these young women have themselves supplied the greater part of the service required in these business ventures, the strength of their purpose is self-evident.

The Woman's Building has been a dream of more than ten years' duration. Before 1912 a group of undergradu-

ate girls, who acutely felt the need of a gymnasium and swimming tank devoted only to the use of women, formed themselves into an athletic association and began to work for funds. Daily, in storm and in sunshine, they sold sandwiches on the campus. Others no less valiant shined shoes or gave shampoos and so made a nucleus of the large sum required for such a purpose. Their brave efforts attracted the attention of some of the women especially interested in the university, notably Mrs. William Hall, an alumna, and Mrs. James A. James. The University Guild became interested and began a campaign for subscriptions. The war suspended the work for three years. Then the project was combined with the larger university project, fostered by a committee of Evanston women, with a number of the faculty group, and the realization seems possible. Toward this fund, as in the sorority house collections, money has been earned by hard work and sacrifice. "The Purple Oak," which serves breakfasts, dinners and luncheons, has been one of the most notable as has also the "Purple Acorn Gift Shop."

All these additions to the University plant would be impossible without a greatly increased endowment fund. On this work the Alumni have centered their energies.

The McKinlock Campus, and the development of the plan of Greater Northwestern, make possible after seventy years of effort the dream of the founders. The university is at length equipped to enter upon the full plan as it was drawn by the first president, Titus Clarke Hinman, a man who, like the gentlemen of Oxford, "threw his merry youth away" in storm and privation that the youth of the coming generations might have light.

BOOK VIII

THE CHANGING WORLD

"We went to college to advance or maintain, in the widest sense, our social position, and in order to do that we participated in athletics, in club life and, above all, we tried to give a certain character and quality to our mental operations."

ALBERT MARTIN KALES

CHAPTER I

The College of Liberal Arts was the first school to be established and it is still the center and backbone of Northwestern. Here the individual has not yet lost his identity. In spite of increasing numbers the college has been able to maintain an association between student and instructor. From this intellectual mingling better facilities are given to the student to make the most of his time and energy. Here the personal influence of faculty makes itself felt. As in the earlier days Daniel Bonbright stood in the student mind as the type of the Christian scholar, so to-day Dean Holgate, and Dean James create an atmosphere far beyond the classroom. So also do many other members of the faculty.

The achievement of the College of Liberal Arts is more difficult to measure than that of the special schools. Its influence is wide but intangible. Its graduates are found leading the community thought in all parts of the country. That it has been an inspiring influence through certain outstanding personalities is unquestioned. At the moment the presidents of four of the larger American universities are among its graduates. Many alumni are engaged in teaching, in the ministry, in social service, as well as in the professions.

The great wave of interest in social service and the consequent greatly stimulated interest in the study of sociology and allied subjects, which arose toward the close of the nineteenth century, did not diminish with the passing of the years. It rather grew in strength and popularity. In

its beginnings it partook of an ethical rather than a Christian foundation. In the early days the movement, except in rare cases, was regarded with suspicion by the churches. It was believed to be the work of radicals, and only young people of daring entered into the work. Perhaps a part of this view was due to the fact that the first settlement houses, which were the most concrete examples of the new thought, were, in America, always established in neighborhoods where at least no Protestant Church could flourish. All forms of religious speech or expression were considered inexpedient. Consequently, by many people, the movement was believed to be antagonistic to the Christian Church.

As time went on and the movement spread and strengthened, the public began to perceive dimly that the whole movement was based on fundamental Christian principles. Very gradually the more progressive churches, and those in neighborhoods where so-called slums existed, began to introduce settlement features into their regular church work. The institutional church came into being with all the welfare and recreational features so familiar to the social worker. Immediately there was created a demand for consecrated Christian social service workers.

At Northwestern University the social service movement early interested some of the finest minds among the faculty. They saw its practical workings at the Northwestern University Settlement and they were ready with a plan when the first hint of a larger sphere for the movement was perceived. The university was founded as a Christian institution and Thomas F. Holgate, dean of the College of Liberal Arts, at the time acting president, and James A.

James, professor of history, saw an opportunity to further the will of the founders.

These men had for a number of years been high in the councils of the Methodist Episcopal Church and Dean James was a member of its Board of Education. When the great centenary fund was raised by the church he formulated a plan which the administrators of the Missions Boards agreed to support with funds for five years. The result was the introduction into the curriculum of additional courses in religious education, history of religions and missions, sociology, and the history of particular foreign mission fields. From these courses the church expects to find its trained workers who will be able to carry out the great program which the educational arm of the church is ready to inaugurate.

Northwestern has throughout its history sent many of its students to the foreign mission fields. The beginning was made by Lydia Hayes, the first graduate of the Female College, who married the Rev. J. Walter Waugh, of Garrett, and set out immediately for India. The departure of the young couple was an event for the entire village. A trip to the pole is now looked upon with less apprehension than was the adventure of these young people in 1859. To-day at least one-tenth of the missionaries of the Methodist Episcopal Church, in the foreign field, are graduates of Northwestern.

To-day are needed Christian young men and women trained in the most modern lines of social service, who will be prepared to assist pastors in large city churches to establish programs in small towns and rural communities. To do the work which the church desires, they

must understand biology, psychology, economics, political science, sociology, history, philosophy and law, as well as subjects more closely allied to their profession, such as infant welfare, sanitation and home hygiene recreation, and dietetics.

Not only home missionaries, but foreign missionaries need a great deal more than theology to make them effective in their chosen fields. Much of the same training, combined with a knowledge of the history and political conditions, language and literature of the country of their field of service, is needful to the modern conception of the office, while a city like Chicago can supply a group of practically any nationality for intensive clinical work to the prospective missionary.

The modern clergyman desires much of this training in the enlarged fields of his calling. Consequently the students at Garrett very generally take courses in this work, while many graduates of Northwestern are now found in Garrett taking theological training.

The result promises a great augmentation of young people well equipped for Christian leadership in the highest sense of the word. Many students in the College of Liberal Arts, who do not expect to use their knowledge professionally, elect these courses.

Curiously enough, Northwestern has not proved stimulating in the realm of creative literature. Cloyd Head and Marguerite Bigelow Wilkinson, whose poems have a noteworthy place among modern verse, wrote often for the college publications in their undergraduate days and assisted in editing the *Northwestern.* Among American novelists, Henry Kitchell Webster spent only his sophomore year at Northwestern; Samuel Merwin did not complete

his course; Edwin Balmer, who was graduated in 1902, has a distinct place among American novelists; he has used his alma mater as the background of one of his recent productions. Among eminent journalists and editors the list is a long one and numbers such men as William Hard, Glenn Frank, Robert Haven Schauffler, Edwin Shuman and Genevieve Forbes. Of the faculty families, Mrs. Helen Crew, Mrs. Walter Dill Scott and Lew Sarrett have some fine literary work to their credit.

In other fields, alumni of special achievements are Henry S. Boutell, 1874, Congressman and United States Minister to Portugal and Switzerland; H. A. Cooper, of the same class, Congressman from Wisconsin; Spencer Lewis, 1879, an unusual Chinese scholar who has translated the New Testament into Chinese; Henry Rand Hatfield, 1892, professor of economics and accounting, dean of the College of Commerce, dean of the Graduate School of the University of California. He recently was given the degree of Doctor of Laws, as were also John Albrecht Walz, 1892, professor of German, Harvard University; H. A. E. Chandler, 1905, professor of economics in Columbia, economist for the Transportation Bureau, in Albany and in New York.

CHAPTER II

As the high schools of the country came more and more to a common standard, the young people of the twentieth century have tended to a more uniform type. Whether or not this leads to suppression of originality and distinction among them is a question for educators to decide.

At Northwestern, as in every large American university, the tendency of the times has been to action and development in groups, rather than by individuals. At least it can truthfully be said that outstanding individuals are rare in these later days. On the other hand groups formed into large or small organizations have greatly influenced student thought and action.

The nationally organized fraternities and sororities are as active as ever. Although their membership represents but a small proportion of the students, because of their strong organization they continue to lead and to a certain extent dominate campus activities. In their hands are the outstanding social functions, while the Y. M. C. A. and Y. W. C. A. organize such entertainments as the circus and carnival which have delighted town and campus alike for a number of years and in which the fraternities and sororities take an active part.

Strong, too, are groups of local societies, non-secret, but built along general lines similar to fraternities. Such as The Scribblers and Wranglers. The Y. M. C. A. takes a firm place in student life, while the Y. W. C. A. with its fine national program, emphasizing as it does interest and participation in all forms of social work and interest in the

advanced forms of human endeavor, offers an interesting field of contacts to the young women students.

Among these activities the Northwestern University settlement is not forgotten. The school of music directs and provides for all musical instruction and the students maintain a Fellowship in Sociology, whose recipient usually lives in the Settlement House. Many students give service as leaders of clubs and classes.

Groups, too, are formed of young people training for special fields of service, such as the Oxford Club, composed of men actually preparing for the ministry, the Mem Aleph Nun, composed of prospective ministers, the Student Volunteers who are preparing as missionaries, students sharing a common church affiliation naturally form groups, such as the Seabury Society, which brings together all students of the Protestant Episcopal faith and the Newman Club of Roman Catholics who desire to do social work.

Special occasions call into life other named groups such as the Non-Home Goers Club, which came into being in 1917 and provided sleighrides and taffy pulls for students who remained in Evanston during the Christmas holidays.

With all this seeming organization that provides wheels within wheels for active young minds, it is true that there are many students either too shy or too preoccupied to join actively in any of these groups. In a university where half of the young people are earning the money to pay at least part of their expenses, lack of time is usually given as a reason for non-participation.

In the winter of 1909 and 1910 the students of the College of Liberal Arts determined to follow the example of their brothers of the Schools of Law and Pharmacy and organized student councils composed of both men and

women. These councils are designed to have general supervision over student activities of all kinds and to actively promote the interests of both the college and the student. In fact, they actually serve as a means of crystallizing public opinion among the student body. The Women's Self-Government Association serves the same end.

Special interests created the Research Club, and later the Ro Ku Va, an honorary sorority based on scholarship and designed to develop the study of current public problems.

Many of these groups have from time to time issued publications of their own. Such was *Pegasus,* a publication of real literary merit, now strangely metamorphosed in the *Purple Parrot,* a magazine of college humor.

A period of quarantine at Willard Hall gave the young women during their weeks of restraint an opportunity to produce the *Germ,* which was mimeographed by the sympathetic physician in charge.

One bit of journalistic enterprise on the part of the student editors deserves to be remembered. On the bitter winter night when Heck Hall burned,—it was a Monday and the college world was busy with fraternity meetings—George F. Thompson, editor of the *Daily Northwestern* heard the news and in direct opposition to the orders of the president of his particular fraternity started for the fire. On the way he "stopped at the Beta House to get Dwight (Furness) and tell him to get his camera. The Betas were in a solemn conclave in the tower of their temple, and an uninitiated freshman, who answered the door, trembled when I suggested his calling Dwight. He could not approach the sacred portal. I told him if he didn't, I would, so rather than have an infidel get that near the Beta secrets,

he climbed the stairs and returned with Dwight. The picture he took was worth it. Orville Davies took the plates to the *Tribune* and brought the finished full page cut to Evanston at four A. M." Professor Atwell had a lantern-slide lecture in his botany class at eight o'clock; "so," Thompson concludes, "I got an extra hour of sleep."

The latest venture has been the organization of the Student Publishing Company, somewhat on the lines of the Northwestern Press Company of forty years earlier. This company publishes not only the *Daily Northwestern,* but also the *Purple Parrot* and the *Syllabus.* It purposes to "print, distribute and supervise, all publications of students on the Evanston campus." Control of the company is vested in a board composed of three members of the faculty, appointed by the president, one alumnus elected by the University Council, and three undergraduates, the president of the council, the president of the senior class and one member elected by the council, who may be either a senior or a junior. The company is incorporated under the laws of Illinois and is a member of the Western Conference Editorial Association.

In these days of lecture bureaus, propagandists, specialists in the interests of all sorts and conditions of facts and theories, the university is constantly giving audience to one notable speaker or another.

One of the great occasions of the college year takes place under the Norman Waite Harris endowment. The donor designated that "the fund should be used to stimulate scientific research of the highest type and to bring the result before the students and friends of the university and through them before the world." Early speakers were President Eliot, Borden Brown and Archibald Carey

Coolidge, of Harvard, who lectured on the Balkan problems in the early days of the war.

Peace brought even more eminent and interesting speakers. When Mr. Walter Leaf, the English banker-Hellenist, came to lecture on the Trojan War, Harris Hall could not hold the crowds that cared to hear how many of the problems of their own war years had troubled Achilles and his followers; how much the ill-starred British expedition to the Dardanelles was actuated by the same need, the wheat from the shores of the Black Sea. Quite another group listened to Sir Arthur Steel-Maitland and Baron Korff in the ensuing years.

Even more enthusiastic crowds have welcomed special visitors from abroad. Madam Curie visited the university to receive the degree of Doctor of Science at commencement, 1921. The following year Maréchal Joffre was made an L.L.D. During his visit to Evanston he was created the first honorary member of the Northwestern University General Alumni Association.

"The wisdom resulting from the discovery of truth is not a luxury that may be selfishly enjoyed, but is an opportunity for service that must be rendered," said President Scott on the occasion of a luncheon recently given by Judge Elbert Gary. Perhaps nothing will show more clearly the concrete service which Northwestern University is able to give than the calls from Europe answered by Dean James A. James and Professor E. E. Jones, both of the faculty of Liberal Arts.

In 1920 the Albanian government presented a request to the Methodist Episcopal Church of America that it take over their established National Church and educational system and unite them with the Methodist Church.

Northwestern University was asked to coöperate in the plan and the next year Professor Elmer E. Jones, professor of education, was sent to make a survey of religious and educational conditions in Albania. On his report the decision of the Methodist Church will be made.

The same year James A. James, professor of history and dean of the Graduate School, went to Czecho-Slovakia at the invitation of the University of Prague to deliver a course of lectures on "Fundamental Ideals in American Development." The lectures were given in English, but have been later published in translation in Czech. They have been most enthusiastically received.

CHAPTER III

A UNIVERSITY not yet a century old may seem to the institutions of centuries of duration a mushroom growth too young and callow to speak of tradition. Yet the symbol and landmark of all that the university means to all but the most recent graduates began its life some three centuries ago.

Standing at the old roadside, perhaps on the Indian trail, at the entrance to the original Foster farm, stood a giant oak. It was a veritable monarch of the ancient forest, so different from the scrub oak of the grove that it very early engraved itself upon the student mind. Its curiously twisted limbs invited investigation, and here the children of the early village played games and climbed at will. With the removal of the classes to University Hall, the students came to use the oak as a trysting place. Here they gathered for conclave. In the warm days of autumn and in the spring the custom grew to gather here for speech and song. When class photographs became possible, it was in the branches of the old oak that the seniors perched for the first class groups. Strange enough they look to modern eyes in their tall silk hats, ranged in a row on the gnarled limbs and stretched on the grass at its foot.

As late as 1905 on the opening of college the various classes gathered about the oak to sing and give their yells. Later a band procession was formed which after visiting Davis Street, moved into Fisk Hall. Professor John Scott

presided and representatives from student organizations told of the work each represented.

In process of time, said to have been the year 1916, the old oak died, but its trunk still stands at the entrance gate, hidden from all but sympathetic eyes, by a covering of vines. To recent classes the references to the oak in many of the college enterprises has been something of an enigma. To the alumni and to the Evanston families of some years' residence, it is the symbol of the university life and is firmly entrenched as a background of their memories.

When the new students assemble in the autumn of each year, they are solemnly informed that smoking is not permitted on the campus. "It is a tradition," says the *Daily Northwestern,* and by the strength of this alone the regulation is enforced. The faculty are very careful to observe this custom and may be seen taking the longer way round on the outside of the iron fence to observe both the letter and the spirit. No one seems to know when this custom started. There is a severe arraignment of smoking in the *Tripod* written by President Haven, but whether or not it was ever actually forbidden in early times is not known. The tradition is only of record for the past ten of fifteen years. During the war tradition was forgotten and the R. O. T. C. enjoyed their cigarettes where they pleased, but with the coming of peace the custom was resumed.

Distinctive hats, marking classes or groups, have been popular from the first days. They changed with the fashion of the moment from the "Wide Awakes" of the Lincoln campaign to the "Merry Widow" of the twentieth century. For many years the freshmen have been expected to wear distinctive hats for purposes of identification and

to promote class consciousness. The present green caps were adopted in 1912. The upper classmen enforce the rule. In 1916 the *Northwestern* announced threateningly that "if the Frosh do not wear green caps they will be excluded from the Student Council."

With these later years has come an increased interest in dramatics. One of the most interesting developments of this trend in student taste has showed itself in the changes which have taken place in their own particular celebrations.

For instance, "Trig" which had been cremated annually from the early 80s, was burned for the last time in 1900. It was on this occasion that the freshmen cast their caps, not yet definitely green, into the flames, and so started a custom still of vigorous growth. The celebration grew so riotous that more property was burned than was thought proper by the authorities. As a consequence future cremations took a different form. But "Trig's" defeat was still celebrated, in a most interesting dramatic performance, somewhat at first suggesting the rough mystery play of the Middle Ages, where "Trig" was usually represented as an old man and Mephistopheles took a prominent part. The plays were entirely the work of the students themselves. The performances took place in Fisk Hall. As these occasions became more ambitious a more adaptable stage was needed and Ravinia Park Theater was used. It was inconvenient to journey some eight miles for a distinctly campus activity, but the university possessed nothing that could be used for dramatics on a large scale.

In 1916 "Trig" was merged in "Hermit and Crow," a dramatic club of which men only are members, who present annually a comic opera of which the lyrics and music

have been written by members of the university. Other plays were given by the freshmen or juniors and occasionally by the French or German classes.

Evanston, now an ambitious city, offers entertainment to the students through the modern movie theater, the waffle parlor and the thé dansant—on cap-burning nights the freshmen visit these places, and woe to the newcomer who does not give them the freedom of the house. Theobald's, now a memory, and the Hoyburn, keep open house, while the townspeople move aside to give place to snake dancing, songs and college yells.

Various dramatic clubs have flourished from time to time, giving original, classic and modern plays. These were all finally merged in the "Campus Players," an association open to both men and women players, has been formed affiliating the dramatic clubs of the universities of Illinois and Wisconsin, and the University of Chicago.

More recently all university dramatics have been placed under the control of the School of Speech. The new stage added to the audience room of Annie May Swift Hall makes better facilities available for productions of this kind. Of recent years, special interest in playwriting has been stimulated notably by the prize now offered by the Drama Club of Evanston for literary productions of this character.

Many of the customs known as tradition are really of comparatively recent origin, such as the "Senior Wake" on the night before commencement and the "Candlelight" sing on the evening of Baccalaureate Sunday. On these occasions Mr. Starkweather, the custodian, places a giant candle before the president of the university. From this

the seniors light their individual candles. The candle in these days serves to bind the alumni together the world over.

Candlelighting as a university symbol is one of the customs inaugurated by President Harris. The alumni candlelighting dinners are in part inspired by him. Doctor O. H. Maclay, of the class of '97, suggested to Glenn Frank that on a given night the alumni throughout the world should pay homage to their alma mater. Glenn Frank and John Burg developed the idea, and President Harris contributed the first suggestion of the picturesque candlelighting ceremony. The idea was rapidly adopted until by 1916 some fifty groups were celebrating simultaneously. The war brought a cessation of all such celebrations, but the custom has survived and is being rapidly reinstated. It has come to be an occasion where members of the faculty are invited to appear before alumni groups, with special messages from the university itself. These visitors bring with them a large purple candle, sent by the president; similar candles are given each alumnus. When the time comes for speechmaking, the guest of honor lights the large candle with some ceremony. From this the other candles are lighted. The custom has grown to such an extent that George Craig Stewart and Horace G. Smith have been invited to prepare a ritual to mark the ceremony.

The latest custom inaugurated is "Dad's Day," which, for the benefit of future historians of the university, is here recorded as taking place for the first time on November tenth, 1923. Some one thousand fathers were entertained on the campus by faculty and students, beginning with a smoker in the gymnasium in the morning, through displays of Northwestern pictures of fifty years, athletic contests,

a football game in which Northwestern won, teas, luncheons and dinner, and a band concert. It was a happy occasion and registers the beginning of a promising custom.

President Scott's pen bids fair to deserve a niche in Northwestern's memory. It was intended originally for use in signing diplomas. Latterly it has been used by so many generous donors in affixing their signatures to large gifts to the university that it has come to be regarded as an omen of good fortune.

CHAPTER IV

SEEN as a whole, the student interest of Northwestern University in the first quarter of the new century gives something of the impression of a seething volcano. Now this interest, now that, boils to the surface only to disappear in vapor. The numberless campus activities, the constantly increasing number of organizations and their quickly changing purpose are bewildering to the adult mind.

One who reads the files of the *Daily Northwestern* finds himself thwarted in the attempt to follow the student thought of the present generation. From the narrow limits of their world it would seem that the students are conscious only of their own organism. Absorbed in the problems of their daily life and the campus routine, the impression is given of a circumscribed horizon, while their quickly changing interests give many a curious jolt to the mind of the reader.

Gone is the ancient atmosphere of the cloistered scholar, remote, secluded from the world, rapt in study and contemplation. The present trend of student life is aimed entirely away from this attitude of the past. The program of study is exacting and the student's hours are filled with either study, play or meetings of organized social groups. He has no unoccupied hours which he may devote to the pursuit of personal inclinations. The librarians believe that he seldom reads any but books required by his courses, and they warmly encourage any evidence of a desire

to read for the mere pleasure of the book. The assimilation of his education is left to later years.

The constantly growing stream of students shows that the old magic that surrounded a college education is still felt in modern society. These young people are not by any means all the children of college graduates. Their opportunity is often the fruit of an unfulfilled dream of the older generation. What it is making of them no one yet knows.

Are the young people of the twentieth century so different from the mid-Victorian after all?

The young person of 1850 felt as competent to run the universe as does the undergraduate of 1924. They differ only in opportunity. Half a century ago the fathers of the university had more confidence in their own assurance of success. Now they gravely discuss the Youth Movement, even more gravely than does youth itself. "They are so brave—there is nothing that they will not undertake," says one of these elders, himself a graduate.

The university, regarded either in its component parts, trustees, faculty and students, or taken as a whole, is constantly dissolving and rearranging in new combinations and new patterns. The campus life seems to the onlooker a dissolving view more like an ultra-modern painting. It shows only unrelated planes, no form or pattern. Yet there is form beneath, for each decade shows the fabric issuing as a fair whole. The kaleidoscope is their symbol. The campus with its ever-growing number of schools, its absorbing numberless activities, is only in little a reflection of national and social life.

Simplicity is gone for the moment—simplicity of life, thought and purpose. Yet can the observer say they seek

less, but rather more? "Whatsoever things are true" is the spirit of the university motto chosen so long ago by Daniel Bonbright in his own youthful days.

A group of earnest young people discuss, "Is one entitled to all he can get?" while all but in the same breath they indignantly deny that they go to college to increase their earning power. There is nothing they will not discuss, and in so large a company few causes are without adherents. What do they think? They do not know themselves.

It would be as unfair to judge the spirit of the students from any one list of subjects of discussion as to write the story of the university from the volumes of the *Syllabus*.

If one member of the faculty believes "We are a happy hunting ground where pleasant young people are disporting themselves—I wish them as much good and as little harm as may be drawn from their diversions," many people will not agree with him. For the present-day student may be lighthearted, but he is as earnest as his college forbears. The answer can only be found on the knees of the decades to come.

All their knowledge of science does not give either experience or sophistication. Young people of one generation or another differ only in means of expression. The girl of the twentieth century declaims upon the housetops what the mid-Victorian confided to her diary. That the vocabulary of the modern young person is biological rather than sentimental does not affect the fact that both expressions come from a common impulse.

They laugh at the Victorian and his maxim that nothing "is real work unless you would rather be doing something

else," forgetful that the Victorian shuddered at the mental processes of his Georgian predecessor, who in turn held the subjects of the Queen Anne period in high disdain.

Their minds, trained by the study of science, think with alarming clarity and emphasize those cocksure judgments that have always been the characteristic of the young person, until their elders doubt that multiplication of educational machinery has insured an enlightened democracy and darkly talk of the dangers attending children playing with matches.

To what end is all this concentration of mind, heart and treasure? Is the modern university capable of giving to the coming generation the same spiritual and mental training that came in the past? The trustees and the faculty profoundly believe they are preparing to give all this and more.

From the experiment and effort of the earlier age has emerged two definite lines of endeavor, the discovery of truth and the ministry of service. To bring these two foundation stones to the world's need one thing is essential, and that is trained leadership, and Northwestern believes that this must be devoted Christian leadership. Leaders must be sought to rear leaders and such men the university seeks to secure for her faculty.

We have seen how the professional schools are themselves practical examples of social service, and the College of Liberal Arts is no less so, though in a different way. Chicago, with its many vital human needs, stands just beyond her borders. The city with its teeming millions serves as a great laboratory for every form of human and spiritual service. The university gives itself more than it receives in service of every imaginable kind.

The university's opportunity does not end in its own community. The world is its parish, for its students come from every land. They are returned to their own people with higher ideals and larger vision for their life work, whatever it may be. This is not a project for the future. To-day, throughout the old Northwest Territory of the founders, and farther afield, the graduates are doing the world's work. They are found everywhere as dependable progressive citizens, such as the Republic must rely upon if it is to be a living, growing force.

· FINIS ·

Date Due

86543

LD
4048
W257 86543
AUTHOR
Ward, E.F.
TITLE
Story of Northwestern Univ.

DATE	BORROWER'S NAME	ROOM NUMBER
12-6-67	Bob Anderson	BA